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ABSTRACT

This literacy program guidebook contains specific information for use by volunteer tutors involved in an adult literacy project in Ottawa, Canada, as well as general information on reading instruction techniques, literacy skills, literacy curricula, and resource materials. The origins, objectives, structure, and operations of the Ottawa program entitled "People, Words, and Change" are outlined. A section devoted to volunteer preparation includes a fact sheet and thoughts on adult learning and literacy. Lesson plans, instructional materials, activities, informal reading skill inventories, and basic teaching principles are discussed in a unit on the first lesson; Sight vocabulary, word patterns, phonics, structural analysis, context clues, and language experience are covered in a unit on reading instruction techniques. Topics examined in a unit on literacy skills include recreational reading, study skills, oral reading, handwriting, spelling, grammar, numerical skills, and functional reading. Curriculum selection and organization are described. A discussion of commercial and non-commercial materials is provided. Appendixes include vocabulary lists, a sample self-evaluation, and lists of common reading difficulties and external literacy and related-area contacts. (MN)

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People, Words and Change
Literacy Volunteer Handbook
Community Project
Sponsored by
Algonquin College
Continuing Education

U.S. DEPARTMENT OF HEALTH,
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Judith Bernstein
Volunteer
People, Words and Change
March, 1980

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A Word on the Development of the
Literacy Volunteer Handbook ...

This document has been designed to help answer some of the questions and meet some of the needs of the literacy volunteers involved in the adult literacy project, People, Words and Change.

Common problems and concerns expressed by the literacy volunteers of this project have determined the content and emphasis of this handbook. Feedback was received from volunteers, learners, members of the resource group, and members of the operations team by means of written questionnaires, and shared discussions.

While working as a literacy volunteer for a year, I began collecting materials and tracking down resources. Monthly volunteer meetings led by resource persons soon confirmed my suspicion that many other volunteers were searching out similar information. A common need for centralized materials, book lists and resource information was expressed. With the unfailing encouragement and support of the operations team and the academic backing of the Reading Department of McGill University

who agreed to credit the handbook as part of my requirements for the Masters in Education Program, the handbook project became a working reality.

The philosophy outlined and practised by the originators of the project has been to place the trust and responsibility for determining the nature of the interaction and reading instruction on the volunteer / learner team. Resource persons and assistance are readily available at all times in the form of materials, training seminars and specific expertise, yet, in actual fact, the volunteer / learner teams shape their own programs to reflect their particular needs and interests. The project's flexibility is a reflection of its awareness of the uniqueness of each learning situation and the particular dynamics of each learner / volunteer relationship.

It is the intent of this handbook to reflect this philosophy and encourage the development of flexible, individually designed programs. It is my hope that this handbook will serve as a springboard for creating and extending ideas as well as a resource book through which the volunteer can explore avenues of information that answer his / her particular needs and interests. The handbook does not describe or cover all applicable programs, materials and reading techniques, however

there should be enough for a starting point! The intent is to help expand the possible directions one might take by describing several possibilities rather than confining the interaction by advocating one program, technique or methodology.

Although this handbook was designed specifically for the volunteers of the People, Words and Change project, readers are encouraged to use and duplicate it in its entirety or any parts desired. Copies will be available as long as funding exists otherwise a minimal charge covering reproduction and mailing might have to be expected.

Write to: People, Words and Change

124 O'Connor St.,

Fifth Floor

Ottawa, Ontario

Hopefully, at a future date the handbook will be revised and updated. Mail comments, suggestions and criticisms as well to the above address.

Judith Bernstein

UNIT I

ORIGINS AND OBJECTIVES OF 'PEOPLE, WORDS AND CHANGE'

ORIGINS

The project, People, Words and Change originated as a response from Algonquin College, a community college based in Ottawa, to the identified need for a literacy program in the area. During the winter of 1978 representatives from a variety of related sectors of the college met with resource persons from the Movement for Canadian Literacy and the Ministry of Education, province of Quebec and confirmed the problem of illiteracy and the need for action in our area. Audrey Thomas; Canadian adult basic education and literacy activities. 1976 identified the problem in Canada. Personal requests for assistance to the college from illiterates augmented by the local response to media coverage (the Fifth Estate, CBC, Jan, 1978), further reinforced the need for action.

A work team was appointed consisting of members of the various sectors of the college. This work team recommended the formation of an operation-research team, consisting of college personnel drawn from the Continuing Education Division, to carry out the literacy project.

PURPOSE

To establish a variety of educational models for adult illiterates through the training of volunteer tutors.

OBJECTIVES

- To maintain accountability to the adult illiterate population of Ottawa
- To determine the degree to which illiteracy is a problem in the Ottawa area
- To discover what literacy activities already exist in the area
- To coordinate and augment these activities
- To support a continuous system of volunteers in French and English who assist the adult learner with reading and writing.

(adapted from a document prepared by Marie-Paule Mattice in July 1979. Marie-Paule Mattice was coordinator of People, Words and Change 1978/1979.)

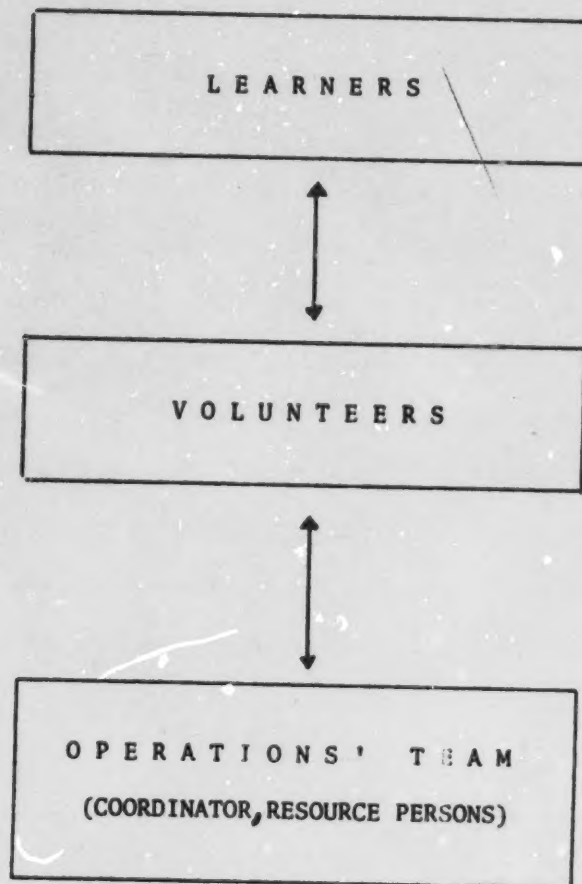
UNIT II

STRUCTURE AND OPERATION OF PEOPLE, WORDS AND CHANGE

PROJECT OUTLINE

People, Words and Change is the resulting Algonquin based project, begun in 1978. A network of volunteers was drawn from the community to work on a one-to-one basis with learners. Initial contact with the project was made by calling a full-time coordinator at the project's central office. The coordinator would then process the request by matching the volunteer and learner together. The logistics of the learning situation (location, time, frequency, learning objectives) are determined between the volunteer and the learner. The cost to both learner and volunteer is minimal, limiting itself to workbooks and writing material. Training workshops and resource personnel and materials were provided to the volunteers by the operations team.

MODEL OF OPERATIONAL STRUCTURE
OF PEOPLE, WORDS AND CHANGE



Initial phase being funded by Continuing Education,
Algonquin College., now operated by A.C.E.

Explanation of Structural Model

1. The learner makes his own request directly to the office.
2. The volunteer offers his/her services via the central offices.
3. The central office is operated by a full time coordinator who receives the calls and matches learners and volunteers together.
4. The operations team, consisting of two Algonquin based staff and the coordinator, provides to the program, both technical and administrative support. The operations team assumes responsibility for volunteer and learner recruitment, publicity, collection of resource materials and overall supervision of the project. They answer financially to the college administrator of ABE (Adult Basic Education Division of Continuing Education and Community Development). The influence of the operations team is felt at all levels of the structural model. They function in an advisory capacity, in an administrative capacity and as resource leaders.
5. Workshop leaders or resource leaders may consist of members of the operations team as well as qualified individuals who are interested in sharing their expertise with the volunteers either through organized training workshops or monthly volunteer information-sharing meetings.

Explanation of Structural Model (Cont'd)

6. The volunteer and learner once matched are responsible for arranging location, time and personal learning objectives. They may request assistance at any time.

Program Operation

(a) Services

Office hours (meaning the office is open to anyone) are between 9:00 a.m. - 4:00 p.m., fifth floor. Arrangements can be easily made with the coordinator for a more appropriate time should the need arise.

Maurice Taylor - People, Words and Change Literacy Project,
Continuing Education Division,
124 O'Connor Street, Fifth Floor (235-0703)

(b) Daily Operation

Once a request is made (by phone or in person) an information sheet is filled out for the person making the request. This form is regarded as confidential and therefore is not circulated to outside parties.

(c) Criteria of Acceptance

Volunteers - to accept a volunteer in the program he/she must:

- Be able to meet a minimum time commitment of eight six consecutive months

(c) Criteria of Acceptance (Cont'd)

Volunteers (Cont'd)

- Be able to provide at least two hours a week to their assigned learner
- Have a genuine interest in people
- Be able to read and write themselves
- Accept the fact that the learner is our first consideration

Learners - to accept a learner in the program he/she must:

- Initiate the call themselves
- Be able to communicate in the English or French language
- Be able to meet two hours a week

(d) Matching

When matching the volunteer and the learner together, the following factors are taken into account:

- Geographical Area - the usual procedure is, when possible to assign a learner to a volunteer in their own area.
- Availability - assignments are made dependent on when they can meet. (mornings, afternoon or nights)
- Transportation - to minimize cost to both parties, car and bus costs are considered and attempts are made to assign individuals to parties living close by - if possible.

(d) Matching (Cont'd)

- Person Requested - each party can request the type of person preferred such as male or female, younger or older.
- Interests and Goals - of the learner
- Level of Literacy
- Expressed Individual Needs
- Area of Volunteer Interest
- Type of Support system necessary.

CONTACTS WITHIN THE PROJECT OPERATIONS TEAM

1. Louise Harris - 731-7193
2. Bernice Plath - 237-9416
3. Maurice Taylor - 235-0703

UNIT III

VOLUNTEER PREPARATION

FACT SHEET ON ILLITERACY IN CANADA

UNESCO A person is literate when he/she has acquired the knowledge and skills to enable him/her to engage in all those activities (for which literacy is essential) for effective functioning in his/her group or community.

Functional illiteracy is acknowledged as less than eight years of schooling. (in a print oriented society -UNESCO)

According to the 1971 Canadian census

937,000 Canadians, or 7.1% of the out-of-school population not then attending school, remained with less than grade nine education.

The highest percentage of functional illiteracy is found among native people, Indian and Inuit (66.6%)

37 out of 100 persons have completed less than grade nine, and 7 out of that 37 have less than grade five education.

Where does illiteracy exist in Canada?

(as % of total Canadian illiterates) (as % of provincial population over 15/out of school)

Where does illiteracy exist in Canada? (Cont'd)

Quebec	35.5%	45.5%
Ontario	31.6%	29.9%
4 Western		
Provinces	22.1%	30.2%
Atlantic		
Provinces	10.6%	35.
Territories	2%	51.
	100.0%	

Both men and women have reading and writing problems.

The largest group with reading and writing problems fall in the 45-64 age group, but 350,000 people between 15-24 also have a problem.

MYTH: The majority of functionally illiterate people are immigrants.

REALITY: 3 out of 4 functionally illiterate persons in this country are Canadian born.

MYTH: Illiteracy is a "rural" problem.

REALITY: 70% of Canadian illiteracy is urban.

Frontier College, 1971

SOME THOUGHT ON ADULT LEARNING AND LITERACY,
AND POSSIBLE PSYCHOLOGICAL AND EMOTIONAL CONSIDERATIONS

1. The learning process of adults differs from that of children. "Childhood education is oriented toward the future. Literacy education is oriented toward the present." (Smith, 1970)
2. Literacy education may include the undoing of incorrect learning patterns, of rigid habit patterns, and of myths about reading.
3. Non-readers are experts at failure but need practice at realizing success. Anticipate poor self-concept, sensitivity to criticism and fear of error. The personalities, attitudes and behavior of non-readers are affected by their failure to achieve the values and goals they desire. The effect of constant past failure may be to stifle initiative producing lethargy and despair. Other reactions may include hostility and suspicion, defensiveness and reticence.
4. Learning does not occur in a graph-like linear fashion. The learner processes new information "in spurts and leaps". There will be plateaus, and times of regression. The major trend is forward.
Everyone wants to learn. (Dr. Marsha Forest, 1978)

SOME THOUGHTS Cont'd

5. Non-readers compensate for their reading deficiencies by developing keen listening, observation and memory skills. They are often so clever at hiding their inability to read "I forgot my glasses" that even close family and friends are unaware. For this reason they are reluctant to take advantage of tutoring opportunities.
6. Written language has become an essential aspect of our society. Illiterate members of our society have developed a number of personal relationships, and behavior patterns by a means of which they may function without written language. In providing them with the skills to unlock written language, the volunteer is as well initiating a process of inevitable change in the lifestyle of the learner. Relationships based on a dependency will change as the learner discovers his new independence. The benefits and rewards of factors, such as a broader job choice are obvious, but there may follow as well, considerable emotional stress as life patterns are literally re-structured.

TO THE VOLUNTEER TUTOR - BEGINNING ...

Beginning anything new often incurs a certain degree of anxiety. We have come to look upon anxiety negatively due to the medical implications of stress on heart disease and other psychosomatic ailments. At the other end of the spectrum, educational psychologists have stated that a certain degree of tension or anxiety is essential to motivation and positive action. As with so many other things in life, we have to aim towards striking a balance. This entails knowing ourselves and our work habits and limitations that we may create or strive towards our own most comfortable and therefore effective learning and teaching atmosphere.

Hopefully each of you will take what you need from the following information.

Those of you who feel adult literacy is a 'light' field, start your reading exploration with Freire (see 8 Key Books, Page 15). This should increase the tension slightly! Those who feel overwhelmed and in awe of the 'teaching' aspect of the work begin with Dr. Marsha Forest or Herbert Kohl, who states in Reading, How To, p. 7,

"All of us, from the very youngest children to the oldest members of our cultures should come to realize our own potential as teacher ...

The process of 'professionalizing' ignorance is very common in our cultures..."

TO THE VOLUNTEER TUTOR - BEGINNING ... (Cont'd)

Remember these people did not learn under the tutelage of professionals. An experience with someone who is sensitive to their particular needs and open and aware enough to provide alternative channels of learning may succeed where others have failed. Are we lowering anxiety levels? If you think you are anxious, imagine what it must be like for your learner who has experienced nothing but frustration and failure in the learning situation.

This section of the handbook, is for you, the tutor. We will discuss anxiety reduction of the learner when we plan Lesson No. 1.

Two basic preparatory activities are suggested in this section, directed at the tutor, anxious to begin. Firstly the exercise of Self-Evaluation. Take this time to reflect upon yourself, to question and understand your motives in becoming involved in a program of this nature. Look at your personal learning and teaching experiences, the highs and the lows. What did they teach you about yourself, your learning style, your limitations? Try to relive again the highs of success and the pain and despair of failure, always asking yourself what you learned from the total experience. Check unspoken goals, attitudes and prejudices.

TO THE VOLUNTEER TUTOR - BEGINNING... (Cont'd)

Clear awareness of yourself can only facilitate your future actions, and more specifically your relationship with your learner. To follow are several types of self-evaluation questionnaires. Some have been used in this program at various times, others have been selected from books and other programs. Use them merely as guides for your personal reflection.

The additional activity suggested at this stage of preparation is Reading! Unit VIII contains various bibliographies of well recommended resource books.

The eight books to follow were selected to provide inspiration, practical information, and of course pleasure. Each is very special in a different way. All have been highly recommended by a variety of people involved in the teaching and the field of literacy. Brief content descriptions have been provided to help you select according to your needs and interests.

8 KEY BOOKS

Available At:

Algonquin College Library (Woodroffe Campus)

Ottawa Public Library (Main Branch)

Large Downtown Bookstores

University of Ottawa Library (Morissette Branch) 65 Hasty

*Resource Centre - People, Words and Change (124 O'Connor
Street 5th floor)

ASHTON-WARNER, Sylvia, Teacher N.Y.

SIMON and SHUSTER, 1963

- a description of the author's personal experience
teaching Maori children. She was obliged to
develop techniques to suit the culture of her
student as western methodology and materials would
not work. This work is a celebration of learning
as well as an inspiration to all who aspire to teach.
Her basic ideas and approach can be useful in all
teaching situations.

COLVIN, Ruth J., ROOT, Jane H., Tutor

Techniques Used in the Teaching of Reading. A Handbook
for teaching Basic Reading to adults and teenagers.

Published by L.V.A. Inc. Syracuse N.Y. 1976

COLVIN, Ruth J., ROOT, Jane H., Tutor (Cont'd)

- This handbook has been written specifically to assist in a volunteer tutoring program. It provides a very practical "How To" source of information on topics such as evaluation, instructional methods, materials, and includes an excellent appendix.

FADER, Daniel, The New Hooked on Books, N.Y.

Berkely Publishing Corp., 1976

- Fader describes his personal experience as an English teacher in a training school for teenage boys. The program which evolved reflects the specific needs and interests of this group. The philosophy and approach can be applied to many teaching situations.

*FOREST Dr. Marsha. Learning and Teaching with Common Sense

Toronto: 1978

Frontier College, 31 Jackes Ave., (15 pages)

- The only thing better than reading this booklet would be to meet and speak with Dr. Forest, herself. This 15 page booklet, touching on attitudes towards learning and teaching, very helpful advice for beginners as well as suggested readings. Read this one first!

FREIRE, Paulo, Pedagogy of the Oppressed N.Y.

Herder and Herder, 1971

-A socio-economic, cultural and political perspective of literacy. Freire believes that literacy education is a freedom, a liberating right. Attaining this right can change a person's self-concept and give him the power to change his social condition. This book is not 'light' reading but will provide an understanding of the broader implications of literacy training and the enormous possibilities for change becoming literate initiates.

KOHL, Herbert, On Teaching,

Bantam Books, N.Y., 1976

- Readable, basic teaching philosophy presented with examples of how to put it to use.

KOHL, Herbert, Reading, How To, N.Y.

Bantam Books, 1973

- A practical, common-sense approach to reading instruction. "Anyone who can read this book can teach someone else to read!", Dr. Marsha Forest.

SMITH, Carl Bernard, Getting People To Read: Volunteer Programs That Work. N.Y. Delacorte, 1973

- This book comes highly recommended by a number of people who used it as a guide in numerous volunteer reading programs.

SELF-EVALUATION QUESTIONNAIRES

Appendix D, P.171 contains sample self-evaluation questionnaires. Read through them and use them to reflect upon your own experiences, approaches and attitudes about reading. It is helpful, initially to think through these questions privately. Monthly volunteer group meetings will provide the opportunity, if desired, to share these ideas and experiences with others.

UNIT IV

LESSON 1

You are about to meet your learner for the first time. Other than the brief telephone conversation arranging time and place, you have had no contact. You have never done anything like this before and have no formal program or structured material to rely on. Now, if you feel you have cause for at least a slight case of nerves, empathize with your learner, facing the identical situation. Your learner associates the forthcoming situation, with a probable history of frustration and failure. He/she has admitted to you, a stranger, a personal problem that has been covered up from most others.

It is fairly obvious now, that this first encounter is not an easy one for everyone involved. So much is at stake. Almost every new literacy volunteer has pondered over and expressed concern over this initial meeting. What follows will be a description of a possible attitude and approach to this critical and inevitable situation. There will always be a Lesson 1, the first day of a new job, the first day of school and the first time you drive a car yourself. There are as many ways to approach these situations as there are

LESSON 1 (Cont'd)

people to create them. Feel free to modify, adapt, attempt or omit. Select the course of action that suits your style and philosophy. The sincerity and concern that you will communicate to your learner will open the doors to the interaction that follows.

I PLAN

- A Define your goals for Lesson 1. What do you want to happen in this session?
- B Priorize them. What's the most important thing that I want to happen?
- C Select activities that reflect your goals.
- D Divide up the time allotted to each activity to reflect your priorities.

GOALS

- A My personal goals for Lesson 1 as a new volunteer were to:
 - 1. Begin the development of a comfortable working relationship, a confidence building relationship.
 - 2. Explore personal interests.
 - 3. Teach my learner something new about reading, even one tiny new fact - each session, including the first.
 - 4. Discover what I could about his/her learning style.
 - 5. Discover what I could about his/her existing reading skills.

B PRIORITIES

The priorities I selected for Lesson 1 were not necessarily the same priorities that followed in succeeding lessons. Developing rapport in Lesson 1 was necessary for all future interactions and therefore been emphasized at this time.

C ACTIVITIES

I did not want a rigid lesson plan as I had no idea what the learner's needs, skills or interests were. I selected a variety of activities (to be described further on) that were broad in scope, flexible and portable! (see Grab Bag).

D TIME ALLOTMENT

Priority no. 1, as reflected in how I ordered my goals, was the development of a comfortable working relationship. My materials would include, a comfortable chair, conversation and a cup of tea! Out of a possible two hour session, I felt O.K. about devoting 45 minutes to one hour or even longer if it felt comfortable, to friendly conversation.

II MATERIALS

(The Grab Bag)

I gleaned one useful survival tool as a supply teacher, and that was the Grab Bag. It proved invaluable to my literacy volunteer effort as well.

II MATERIALS (Cont'd)

The purpose of the Grab Bag is to prepare you for ALL situations - or as many as you can anticipate! It is limited by what you can carry! So one is forced to be efficient and selective.

Some Suggestions:

- magazines with interesting pictures
- comics (Saturday newspaper inserts are fine!)
- T.V. Guide
- a newspaper
- Catalogues
- scissors
- tape
- scrap book
- ruler
- index cards (good flashcards!)
- a favorite poetry book or joke book or crossword puzzle book.
- etc. etc. etc.

A WORD ABOUT TESTS

Excluded from the grab bag were diagnostic tests and commercial work sheets. These items could be useful but should be used with sensitivity and discretion. Discussion with fellow volunteers and resource persons is encouraged. Commercial tests and inventories will be discussed at greater length further on. The majority of adult illiterates have experienced failure and frustration during the course of their formal educational history and tests and 'school-like' materials may recall these negative times. One of the first things the tutor has to work on is the nurturing of a positive self-image. This in itself can be an awesome task. Confidence grows through the experience of personal success. You are trying to provide a new and different learning experience. You may be covering the same basic reading skills but hopefully with a sensitivity to the delicate and specific needs of the adult learner. Use a learning structure founded on the learner's success, building on what the learner already knows, assist the learner to build a solid foundation upon which he can confidently rest his new knowledge. You can't go wrong.

III ACTIVITIES

(Opening the Grab Bag)

The advantage the grab bag provides especially during the initial lesson is that it permits a flexible session. What happens can be entirely dependant on the mutual interests of the tutor and learner. As long as your goals are clear, the contents of the bag are mere tools or facilitators. The following are some examples of how this 'Grab Bag' can be used. The learning environment is part of the 'Grab Bag'. Exploit it to its fullest. The learning possibilities in a home are so much richer than in an institution, limited by finite materials and four walls.

1. Expressed interest COOKING?

- Look at today's recipes in the newspaper. Begin a FOOD dictionary in a scrapbook or notebook. Record names of food alphabetically with corresponding illustrations taken from food ads or sketches. This will provide excellent phonics material (initial consonants, etc.) as well as demonstrate alphabetizing and alphabet practice.
- Have the student dictate to you, a favorite recipe. Record it in the manner of a published recipe. Practice reading it. Use it as you would an experience story. (see unit V). Cut up sentences to re-order. Add new vocabulary to a word dictionary. Match words to sentences.

1. Expressed Interest COOKING? Cont'd)

-Practice reading recipes and try them out together. Spend an entire session or two cooking. You are covering innumerable skills, measurement, reading, following directions - to name but a few!

This topic alone will provide bountiful material for reading instruction. Shopping lists can be created and mathematical skills practiced by comparing competitive shopping ads. Phonics skills can be illustrated using the food vocabulary as a word bank as well as the reinforcement of an obvious survival skill that is relevant, useful and critical to the independence of adults.

2. Was FAMILY a strong factor in the learners life?

- Haul out the Family Albums. Did you include any photographs of your own crew in the Grab Bag? Label them. Record humorous stories about them, brief biographies or family secrets - whatever happens! Use the single names, brief phrases or short sentences as your initial reading material. Can you imagine a more meaningful story or vocabulary base for a learner than the names of his/her own family and description of personal events in his/her own life?

- Develop in further lessons:

- family tree
- telephone directory with names, phone numbers and addresses of relatives and friends, etc
- biography book of family and friends, etc.

3. Favorite POSSESSIONS?

-Assuming you are working in the learner's home, did your chat turn up any hobbies? Have you noticed any interesting objects? Write the dictated story, describing the object. Use these stories as content material for the reading instruction, (language experience, page 69) to follow. Save them and date them. Re-read them and re-copy. Cut-up, re-order sentences, teach grammar from your learner's written words. Form spelling lists from the learner's vocabulary as dictated in these stories. If it's possible, - label objects in the house and leave them up until mastered.

4. T.V.?

-Television, for obvious reasons is a favorite source of entertainment and information for the non-reader. Look at the T.V. listings in your newspaper and find the titles of favorite programs and record them on flash cards. Study how the listings work. - Learn the days of the week, times and channels. Adult learners will have at least the concept of numbers. T.V. listings will provide reading material that you can work on utilizing skills and information that the adult learner already possesses in varying capacities. You are providing the learner with a very specific tool, the ability to locate his information or entertainment more efficiently.

5. Sports?

-Take the sports section of the newspaper out of your Grab Bag. Use photographs, headings and captions. Select words and names of interest to create a personal vocabulary which you can later apply to other skills you may wish to work on.

6. Your initial conversation period fizzled out. You know little more about your learner than when you initially rang the doorbell. Try this ten minute plus, activity. I found it very successful during Lesson 1 with a learner who was painfully shy.

N.B. - you do this together!

(a) Pull two magazines or catalogues out of the Grab Bag

3 min (b) You each have 3 minutes to tear out (no scissors) pictures of whatever catches your interest. Don't bother about reasons at this point.

2 min (c) Take two additional minutes to tape your pictures (collage style, superimposed) onto a paper and number each picture

3 min (d) On the back of the background paper, beside its corresponding number, write a brief phrase or sentence explaining why you think you selected each picture. Your learner can dictate to you.

Results can be most entertaining!

Interesting facts are bound to turn up. Even if they don't, you have five or six phrases to start reading with! This activity can be fanciful, humorous or very 'heavy'. Enjoy!

You now have an idea of some of the directions this first encounter can lead you into, providing you are open to the possibilities. A few last hints and then you're on your own.

1. The Grab Bag will help the volunteer feel prepared and therefore more secure. The contents of Grab Bags will and should differ from volunteer to volunteer, from lesson to lesson. They will initially reflect the volunteer's interests and goals. Later on, as the interests and goals, and strengths of the learner reveal themselves, the contents of the 'Bag' will grow to reflect the learner's. Arrive, relinquish your materials, head for a comfortable chair, enjoy a cup of tea and take the time to talk to each other. The adult learner will be as impatient to start as you are, but it is critical to get going on the right track, or as close to it as you can get. Take the time to verbally explore your worlds, to start building a trusting, supportive working relationship. Not only

are you setting up the foundation of your learning relationship at this time but you are also doing wonderful things (hopefully) towards the reduction of anxiety levels and collecting priceless clues which will help you develop a relevant and personally tailored curriculum.

2. An excellent, and well-proven educational goal is to aim towards leaving your student(s) with at least 1 new piece of knowledge each time. The magnitude of this knowledge is not essential, what counts is the feeling of accomplishment and progress your learner feels at the end of each session. Concrete evidence of personal progress will be a key element towards your learner's development of self-esteem and subsequent success.

3. Record progress and growth. Verbal praise is worthwhile, but remember you are dealing with seasoned failures, who are distrustful of effusive praise when they remember too clearly their vivid past histories of failure. Keep a concrete visual record of growth. Save stories. Keep cumulative word lists. Watch spelling file cards grow, plot graphs. Visible evidence of learning is worth a thousand of your words!

4. Try keeping a diary or record of your sessions. This will provide you with a linear picture of where you have been. Hopefully this perspective will help you determine where you are going! It is also most useful in planning for the review and repetition that is so critical to the learning process. I also included in the diary, samples of students' work that I felt to be significant in some way. Flipping back occasionally, exposed ongoing problems and progress.

P. S. After Lesson 1 you will probably begin an ongoing battle with the clock as you will find that you have too much to work on and too little time.

INFORMAL READING SKILL INVENTORIES

PURPOSE:

- To discover areas of strength and weakness
- To determine a starting point
- To identify reading levels suited to different activities.

METHOD: (Otto and Ford, 1976)

- Choose selections from adult materials at progressive levels of reading difficulty. Vary lengths of selections from a few sentences at the beginning level to about 100 words at the most difficult level.

Reading may be silent or oral. Oral reading provides more clues about word attack skills. However, comprehension is more valid after an initial silent reading attempt.

The informal inventory should not resemble a test. It is administered as an informal 'reading together' activity. It is also to be given individually.

A code or checklist can be developed for recording reading errors.

FOR EXAMPLE:

<u>CODE</u>	<u>CHECKLIST</u>
R (bd) = reversal, confuses b,d	word by word reading
∅ = does not use context clues	no phrasing
e = leaves off word endings	repetition
mis = mispronunciation	poor recall of details
^ = adds words or letters	poor recall of main idea
✓ = hesitation	poor recall of sequence
P = ignores punctuation	
✓ = pupil corrected	

RESULTS:

We read at different levels of difficulty depending on on the purpose of our reading - pleasure, mental challenge, information (newspaper), instruction (course texts). A guide towards selecting appropriate levels of difficulty of reading material for specific types of reading activities follows:

1. Independent Level (Independent Practice)
 - This is the level at which the student can read on his/her own with a minimum of errors
2. Instructional Level (work with tutor assistance)
 - The student should be able to understand and read independently roughly 75% of this material.
 - Material used for instruction with the tutor should be at this level.
3. Frustration Level
 - This material is too difficult for the reader to work on independently or with a tutor.
4. Hearing Capacity Level (recorded or orally read material by the tutor)
 - This level of reading material includes selections that the learner can comprehend if read orally by the tutor. The learner does not as yet have the word analysis skills to handle this material independently.

ADDITIONAL READING LEVEL PLACEMENT TECHNIQUES

1. Graded Word Lists

- This consists of 11 lists of 10 words each. Each list consists of words taken randomly from basal reader glossaries at specific levels of difficulty. The learner merely reads through the lists (or reads groups of flash cards). This procedure can determine a reading level as well as detect errors in word analysis. Copies of these lists are available at the Downtown Office, 124 O'Connor St. Fifth floor. see (La Pray and Ross, Graded Word List, 1969 in reference list)

2. Standardized Tests

- These consist of graded paragraphs which the learner is asked to read. The number of errors made in a selection determines a reading level. Errors in word analysis can also be detected and recorded. (Gilmore Oral Reading Test, Gray Oral Reading Test)

3. Readability Tests

- These techniques help one determine the level (if unknown) of a selection of reading material. For Tutor use - Dolch, Flesh, Fry - (Edward B. Fry, 1969)

3. Readability Tests (Cont'd)

For Student use - The Greasy Finger Test! - Have the student turn to any page of a reading selection and begin to read using one hand, place one finger at a time on any unknown word. If fingers are used up before reaching the end of the page (five unknowns!) the material can be then assumed to be too difficult to be read independently.

The preceding were descriptions of a variety of reading placement procedures. For the most part, simply reading together, informally, with your learner, noting recurrent difficulties, will suffice. Simply provide yourself with a few short selections of varying difficulty.

Attached are some techniques that can be used to determine where the learner is at with regard to reading, writing and speaking skills. They can be used initially, to find out where the learner should start, and, as well, they can be used periodically to gauge the learner's progress.

Learning to read is a highly personal activity - it is not neutral. One readily available source of material which should not be overlooked is the student's own experience. Adult learners have a wealth of life experiences to share, they have ideas to float, they have opinions to express.

It is therefore important for a learner to get his/her ideas on paper and see them properly written.

As well, this sort of exercise helps demystify the whole process of reading - it should become as natural as speaking.

Ask the student to think of a word that is really important to him/her.

Discuss the word and its meaning in general.

Then, generate two (one, three?) sentences around that word that will express something of real importance to the student.

Practise reading the sentences.

Practise writing (printing) the sentences.

Other alternatives:

- pick out two or three words that could be learned for spelling.
- pick out two or three sounds (e.g. a vowel sound or an initial consonant sound)
- have the student keep the sentences; take them home; discuss them with others if they wish; then build on them if they have new ideas to add on.

With this method, the student's work should be kept and used as reading and spelling material over a period of weeks.

SURVEY STUDENT'S NEEDS

This oral survey should provide useful information about your student for you. Please explain that you want to provide materials that will be both helpful and interesting as your student gains skill in reading.

PLEASE ASK YOUR STUDENT THE FOLLOWING QUESTIONS AND WRITE DOWN EXACTLY WHAT YOUR STUDENT SAYS:

1. "Why did you decide to take these lessons?"

2. "Name three things you would like to be able to read."

3. "Name three things you would like to be able to write."

Survey developed by Marti Lane, Lutheran Church Women

6/79

Chester County Library Literacy Program

West Chester, Pa. 19380

4. "Which of the following subjects would you like to read about now?"

(read the entire list to your student and check all that apply)

- | | | |
|---|---|---|
| ☐ religion | ☐ shopping | ☐ buying a car |
| ☐ how to get a job | ☐ driver's license | ☐ raising children |
| ☐ music | ☐ schools & colleges | ☐ legal rights |
| ☐ banking | ☐ family living | ☐ laws |
| ☐ famous people | ☐ U.S. history & culture | ☐ Canadian government |
| ☐ poetry | ☐ Canadian hist. & culture | ☐ how to study |
| ☐ plays | ☐ credit cards | ☐ how to take tests |
| ☐ housing | ☐ citizenships | ☐ how to use a library |
| ☐ how to get along with people | ☐ how to vote | ☐ income taxes |
| ☐ health | ☐ farming | ☐ family planning |
| ☐ cooking | ☐ gardening | ☐ community services |
| ☐ sewing | ☐ canning | ☐ nutrition |
| ☐ cars | ☐ hobbies | ☐ social security |
| ☐ sports | ☐ art | ☐ medicare |
| ☐ first aid | ☐ buying a house | ☐ insurance |
| ☐ | ☐ maps | ☐ other |

5. "How did you first hear about this program and that you could be tutored?"

2

Rather than using a formally-designed diagnostic test at first, you might want to discuss some points with the learner. Having a conversation will give you an opportunity to get to know the learner, and, equally important, to let him/her get to know you. Remember that once you become comfortable with each other, the process will become easier. You might ask the learner:

- 1) Are you interested in sports, hobbies, travel, etc.?
- 2) Why do you want to improve your reading and writing?
- 3) What work experiences have you had?
- 4) When did you go to school? (and, if appropriate, what language did you learn in? what country did you live in?)
- 5) What have you ever read?
- 6) Can you read and write your name?
- 7) Do you know the alphabet?
- 8) Do you know the sounds the letters make?

The learner will probably have some questions to ask you too.

Along the same lines as the foregoing exercise, you may ask the learner to dictate to you a brief story (a paragraph or so) of his/her own. Print it out, rather than writing it. Ask the student if he/she can read any of the words in the story.

From this you will get an idea of the learner's reading ability. You will also begin to find out about the sophistication of his/her spoken language skills (e.g. spoken language may be at a much more advanced level than reading and writing skills).

Some possible developments of this exercise are:

- if the learner was able to read any of the words in the story, build word families (e.g. CAT - bat, mat, sat, Pat, hat, etc.)
- point out relationships between the sounds of the words (e.g. if the learner can read "pot", he/she can also read "top", since the sounds are the same)
- construct new sentences from the new words
- spell the words
- have the learner print or write the words

'People, Words and Change'

Resource Centre

10 BASIC TEACHING PRINCIPLES TO ASSIST WITH LESSON PLANNING

Each lesson should provide opportunity to

A - DIAGNOSE

B - TEACH

C - REINFORCE

D - EVALUATE

A - DIAGNOSE

1. Find out what the learner already knows!

Add new bricks of knowledge to a solid foundation of previously acquired knowledge. The learner has experienced failure with at least one educational process. Self-esteem and confidence are low. Begin by discovering the skills that have already been acquired. Even a 'non-reader' can read 'STOP', 'EXIT', 'COCA-COLA', his/her name. Start with the known, venture out briefly at first into 'new territory' always returning to the comfort and security of the familiar. Using the learners own personal experiences, comfortable, low anxiety material -- develop through the Language Experience Technique (described in unit V) your reading core.

Conversation, reading together and informal skill evaluation can help the tutor define the interests and skills of the learner. Avoid formal testing.

Tests rekindle too many old feelings of failure and frustration. In Section IV, pp. 32, informal evaluation techniques are described. These techniques can be used to help the volunteer pinpoint his/her learner's specific areas of strength and/or weakness.

B - TEACH

2. Vary the length of time devoted to each activity according to its difficulty. Insert activities that require greater concentration between those that require less. The learner I worked with agonized over phonics. The brief phonics sessions were scheduled early in the sessions, preceded by a familiar warm-up activity and followed by a cup of tea and scrabble game or selection of literature read for pleasure to the learner.
3. Vary the mode of teaching. Use a variety of methods. Address all five senses regularly. Some individuals learn best by doing, others by listening and yet others by watching. Maximize input by varying the manner by which you send your message!
4. Keep body and mind alert. Change your working environment whenever possible and suitable. Meet at the tutors home for a change or in the library.

Work in a different room or better yet, during the course of the session spend part of the time seated at desk or table, writing, then move to a comfortable chair for reading or listening or perhaps to the carpet for a scrabble game. Take a walk to look at neighborhood street signs and store fronts. Moving around keeps the body awake and alert and hopefully the mind as well!

5. Be a keen observer. Select your activities and pace your lessons to suit the learning style of your student. Use short units of work, varying the pace to compliment the level of difficulty.

6. In selecting activities, skills to teach, and allotting time to each of the above, consider first:

The average person's day is divided by the following types of languaging activities --

listening - 42%

speaking - 32%

reading - 15%

writing - 11%

(Ulmer, 1972.)

7. Use relevant content

Relate, as closely as you can, the skills you choose to teach to the expressed needs and interests of the learner. Adults learn what they want to learn, when they want to learn it. They learn best if the material is taught shortly before it is used. The education of children is oriented towards the future. The education of adults is oriented toward the present, the immediate, NOW.

C - REINFORCE

8. Repeat and present new information in different forms. Review regularly and systematically.

D - EVALUATE

9. Keep records. The form of record keeping you select is entirely personal. Select something you feel comfortable with so that you will maintain them! Records can be formalized and detailed or kept as a journal or diary. Note: materials used and skills taught as well as observed reactions or any information that may help in future lesson planning.

Encourage your student to keep records as well. These may consist of a dated scrapbook of written stories arranged chronologically, a looseleaf binder of dated work, dated tapes of oral reading, handwriting samples, and/or simple bar or line graphs of growing spelling or sight vocabulary lists. Very little can offer as effective proof to the learner about his/her personal progress and success, as these cumulative records. Collect and cherish the evidence that will facilitate the development of new attitudes and confidence.

10. Expect the maximum from your learner. Keep your goals high but realistic. Educational research has demonstrated that students meet their teachers expectations.

A final word:

Volunteers are encouraged to confer with their colleagues and the literacy project's resource team at all times.

In summary, the following are some candid observations
by a literacy volunteer:

Observations from an experience with illiteracy

- let the student set the pace and watch carefully for signs of discouragement or fatigue.
- Use words and pictures in every possible way because often this person is not in the habit of observing signs, newspaper, notices, or pictures. ^{Students are} often delighted at the discoveries they can make on their own.
- important not to allow a dependency to develop. Keep encouraging the student to try things on their own. i.e. a small shopping trip, a visit to the library, and using it independently. Planned trips or visits can result in the student meeting new people who are friendly and helpful, learning new things and gaining self confidence
- you are teaching someone to read and at the same time you are opening a new world to him
- the process may be slow and requires much patience on the part of the volunteer
- understand that the home situation may make it impossible for the student to have a quiet, private time for reading or homework of any kind

- the weekends activities can be overwhelming (too little sleep, anxiety over the behaviour of someone in the family, too much work) and you may feel sometimes that progress is not being made
 - taping some of your sessions and listening to them together can be very revealing to both the volunteer and the student
 - there are probably many learning aids that are helpful. I found that my student was delighted to have for her own use a Pyramid Primary Dictionary at a grade 1-4 level. Keeping a scrapbook proved difficult because the children and/or the dog got at it.
- A black board is a great asset.
- My student has a small case in which she keeps her books and scribblers - hence they are safe
 - the most successful book we have read together is Kurelik's Prairie Winter, which has excellent pictures and which describes a style of country living which my student relates to very well

i.e. "I remember that"

"Gee, I didn't think anyone else ever had that kind of life" - meaning difficult

"You mean he wrote a story about that - I should write a book too - the things I could tell - who'd ever believe it, eh?"

The success of this book, "Prairie Winter", though difficult and slightly beyond her level, is that it is real.

- I haven't used any particular method because I feel they are too structured and too limiting. It is important to be open to any experience which can be used for learning. i.e. an ad. in the local newspaper concerning valentines, lead to a trip to the store, lead to finding and reading the valentines and hence to the first time ever buying and sending by mail, a valentine.
- the opportunities for learning are unlimited and there is no situation, too unimportant to be used as a learning experience. Some of these people have been deprived for their entire lifetime, hence any new experience is very significant. They will share something with you, that might be too intimidating to face alone.

UNIT V

READING INSTRUCTION TECHNIQUES

One of the aims of the volunteer should be to provide the new reader with as wide a variety of word unlocking (or decoding) techniques as possible. A broad spectrum of decoding tools are described in reading instruction texts, six of which will be discussed here. One tool is not necessarily more effective than another, however it may be more successful with a particular learner or in a specific reading situation. The volunteer should become knowledgeable of these techniques and to the degree that they can be comfortably and informally introduced into the reading experience at appropriate times, or when the nature of the question discussed suits a particular approach. For example if a new word is hoist and a known word is moist, word families and the initial consonant substitution method of decoding would apply.

The following reading techniques will be discussed in greater detail. More in-depth study can be found in any of the basic reading texts suggested in the bibliography.

- A - Sight Vocabulary
- B - Word Patterns (or Families)
- C - Phonics
- D - Structural Analysis
- E - Context Clues
- F - Language Experience

Every reader has used one or more of these decoding or word analysis techniques at different times. A 'well equipped' reader will be well practised and able to select the appropriate approach for each particular word analysis problem. The volunteer's task is to equip and familiarize the new reader with these word analysis techniques.

A SIGHT VOCABULARY

Sight vocabulary consists of lists of words or individual words on word cards, which the learner is expected to recognize on sight. No sounding or structural techniques are used. Practice is given towards instant recognition. The adult new reader is likely to have several 'sight words' already in his/her vocabulary.

(EXIT, COCA-COLA, STOP, SALE, DANGER)

Advantages of this technique:

1. Many words must be learned as sight vocabulary as they are not phonically decodable. (aisle, answer, laughed)
2. Sight recognition of frequently appearing words in written material increases reading fluency. This, in

turn, will improve reading comprehension. It is suggested that word lists such as those published by Dolch and Kucera-Francis, (reprinted in Tutor, 1972, p. 77,) be learned by this method. These are lists of words that appear most frequently in writing. Lists of words with irregular spelling and irregular phonic structures can also be learned by this method. (list in Heilman, 1968, p. 74)

3. A bank of sight words can provide the learner with a word base from which structural and phonic comparisons may be made.

Disadvantage

The most obvious disadvantage of sight reading as a 'method' is that it does not reinforce decoding a word by sound or structure. The word configuration alone is memorized.

THE SIGHT METHOD

- Select 10 words from word frequency lists, experience stories, personal interest or functional vocabulary banks and print each word on small pieces of cardboard. (flashcards)
- The learner reads the cards dividing them into known, unknown and doubtful piles. A file box can be used (recipe box size) with three labelled dividers and index cards to be used as flashcards. Known words can be filed alphabetically reinforcing alphabetizing skills and creating a retrievable word bank for the learner.

- Select 5 words to teach each session from the doubtful pile.
- The volunteer presents one word at a time, using as many modes as necessary to teach it. Say the word, have the learner trace it or write it while saying it and/or provide a visual clue such as a picture.
- Mix a new card with 5 words from the known pile and ask the learner to read them.
- Repeat, review and reinforce using as many of the physical senses as possible.

B WORD PATTERNS OR FAMILIES

Words comprising word families or patterns have rhyming units composed of several letters which have the phonic sound. Word families can be effectively used for teaching common phonic elements in words. Developing word family lists by substituting initial consonants is an excellent vocabulary extension exercise.

e.g.	hat	loon	mind
	mat	moon	kind
	flat	spoon	grind

Initial and final consonants as well as basic phonic structures can be taught effectively in patterns.

e.g.	<u>bi</u> r	ma <u>p</u>	ow <u>l</u>	bo <u>o</u> k	sch <u>oo</u> l
	<u>fi</u> n	ma <u>t</u>	fo <u>w</u> l	ho <u>o</u> k	fo <u>o</u> l
	<u>si</u> n	ma <u>n</u>	scow <u>l</u>	coo <u>k</u>	po <u>o</u> l
	<u>ti</u> n	ma <u>d</u>	how <u>l</u>	loo <u>k</u>	too <u>l</u>

A sequential development of word pattern lists is available in Tutor (Colvin and Root, 1972, p. 86-94).

An abbreviated form of patterns that can be developed by the tutor and learner follows, illustrating basic phonic structures.

Advantages

1. Unlimited possibility for vocabulary extension.
2. Good word attack tool. (e.g. known word night, new word fright, substitute initial consonants)
3. Otto and Ford, 1967, note that many functionally illiterate adults are able to convert single letters to sounds but have difficulty blending sounds into whole words. This frustration is continued by starting with word analysis techniques such as phonics. Word families provides an initial decoding tool without the sound blending skill demanded by phonics.

Disadvantages

1. Tendency not to sound but to rhyme words, thereby not reinforcing 'sounding' (phonic) techniques.
2. Possible confusion when words do not fit patterns although visually they may appear to.

e.g.	foot	know
	boot	cow

Add to the lists with your learner. Maintain cumulative lists in a notebook, regularly adding new vocabulary.

WORD FAMILIES (or Patterns)

short a

-ab -ad -ag -am -an -ap -at
(cab) (bad) (bag) (tam) (can) (cap) (mat)

-and -ank -ash -ass
(stand) (tank) (sash) (mass)

short e

-eb -eck -ed -eg -ell -en -end
(web) (deck) (wed) (leg) (well) (hen) (lend)

-ent -ess -est -et
(lent) (dress) (nest) (wet)

short i

-ib -id -ig -ick -ill -in -ip -it -in
(rib) (kid) (big) (wick) (sill) (pin) (nip) (sit) (win)

short u

-ub -uck -ud -ug -ull -um -ump
(rub) (duck) (mud) (bug) (dull) (rum) (bump)

-un -ung -unk -ush -ut
(bun) (hung) (dunk) (hush) (but)

short o

-ob -ock -od -og -ong -ot
(slob) (clock) (pod) (hog) (long) (cot)

long a

-ace -ade -age -aid -ail -ain
(pace) (spade) (cage) (maid) (mail) (pain)

-ale -ame -ane -ape -ate
(pale) (name) (pane) (cape) (date)

-ave -ay -aze -eigh
(cave) (day) (daze) (weigh)

long u

-ew -use -ute
(few) (fuse) (flute)

long i

-ice -ide -ight -ike -ile -ime
(mice) (wide) (fight) (bike) (pile) (time)

-ind -ine -ire -ite -y
(mind) (wine) (tire) (kite) (my)

long o

-oad -oal -oam -oan -oat -ode
(toad) (coal) (roam) (loan) (coat) (code)

-oe -oke -old -ole -olt
(hoe) (yoke) (bold) (sole) (colt)

-one -ope -ose -ote
(bone) (rope) (nose) (note)

long e

-e -ea -each -eak -eal -eam
(me) (tea) (peach) (peak) (heal) (seam)

-ean -eat -eed -ee -eek
(mean) (meat) (need) (free) (week)

-eep -een -eet -y
(weep) (seen) (beet) (marry)

OTHER WORD PATTERNS

oo

-oom -oon -oop -oot
(boom) (coon) (hoop) (hoot)

oo

-ook -ood -oot
(look) (wood) (foot)

vowel
+ r

-ar -er -ir -or
(star) (term) (girl) (corn)

ou -ouch -out -ound -ouse
 (pouch) (pout) (pound) (mouse)

ow (know) (down) (foul) (cow)

C. PHONICS

The word phonics is derived from the Greek word phōnē meaning voice or sound. It refers to a facet of reading instruction which associates printed letters in printed words to the sounds heard when the word is pronounced. Phonic word analysis involves the blending of the sounds of the letters forming a word so that the pronunciation of that word results. Numerous phonic rules have been developed by well-meaning reading experts followed by equally numerous exceptions! The English language defies a logical, regular framework that a phonics approach attempts to define. The linguistic history of English is much too bastardized to fit any pattern with complete regularity. Bearing this in mind and including the inevitable 'exceptions' with every rule phonics analysis will prove to be an essential reading skill although only one of a number of ways to unlock new or unknown words.

There is a suggested sequence to the introduction of phonics skills proceeding from simple to more complex. A general outline follows. This basic outline varies slightly in different reading instruction texts.

There is a school of thought in reading that cautions instructors not to teach initial consonant sounds in isolation of vowels. This may lead to blending difficulties later on if the sound Buh is associated with the letter B, tuh to T, etc, Buh-ah-tuh (Rat). They suggest teaching consonants in association

with a short vowel -- bat

ban

bag

The principle suggested is to work from the whole word to its parts rather than the converse.

BASIC PHONIC SEQUENCE

1. Initial consonants (b,m,f,d,s,p,c,t,r,h,g,l,w,n,v,j,y)

e.g. bag cat

bat can

ban cap

2. Final consonants (m,d,t,k,n,etc.)

e.g. fib mad

lib had

rib fad

3. Short vowels

ă -- cat ĭ -- sit ŭ -- nut ě -- bet ǒ -- hot

4. 3 letter words

(man, mat, get, but, hot, sit)

5. Consonant blends

(br, fr, gr, tr, bl, fl, pl, sl, spr, str, etc.)

e.g. blot spin slam fast free

6. Long vowel sounds

ā - name ĭ - dime ō - me ō - rope ū - tune

7. Consonant digraphs

(th, ph, gh, sh, wh, ck, mb, ch, nk, qu, ng)

two consonants - one sound

8. Vowel Digraphs

(oa, ea, ai, ee, ay, au, aw, eu, ew, ōo, ȳo)

two vowels - one sound

9. Diphthongs

(oi, oy, ou, ow)

10. Special Endings

(-ight, -ough, -ought, -tion)

General Phonics Rules and Exceptions! (Otto and Ford, 1967,
p. 140. 141)

1. Some consonants have more than one sound

e.g. c (s) - circus, cent

c (k) - cut

2. Final E - is usually silent, making the preceding
vowel long.

mane

except: give, done, love, come, ...

3. Vowel Combinations - when there are two vowels together,
the first vowel is usually long, and the second is silent.

"When 2 vowels go walking, the first one does the talking."

moan, pain

except: aisle, ...

4. A single vowel with a single consonant on each side is
usually short.

mat, fit, cot

5. R changes the sound of the vowel it follows

e.g. car, or, fir, her

PHONIC METHOD OF INSTRUCTION

Initial Consonant 'B'

1. Prepare photographs, or objects or word lists of items beginning with the letter 'B'.
2. Orally, identify the letter B by name and introduce the sound by reading lists of words beginning with B. Note the commonality of the initial sound. Do auditory discrimination exercises reading lists of words having the student indicate which words do (or do not) begin with B.
3. Select a key word to act as a permanent reminder of the initial B sound. It should be a well-known sight word or easily illustrated word. e.g.  bell
4. Have the learner contribute words from his/her own experience beginning with the B sound. The tutor compiles these words into a B list recorded, added to, and practised in an exercise book.
5. Associate the B sound with already known sight words, illustrating B in beginning, middle, and end positions. e.g. bell, baby, cab.
6. End the session by reviewing the name of the letter, the sound and by writing the letter.

Advantages and Disadvantages

Familiarity with the phonics method is an essential reading skill, as has been previously stated. However, over-reliance on this one of many approaches to the complex process called reading can lead to serious reading problems. Phonics rules are complex and the decoding process for a new reader is slow, focusing attention on the pronunciation of a word rather than its meaning. Due to the structural irregularity of English, exclusive use of this method can lead to confusion and difficulty.

D. STRUCTURAL ANALYSIS

Structural analysis describes a method of word decoding through which the reader unlocks the new word by recognizing familiar structures in it. The student is asked to break down the new word into one or more familiar or known components. Then by blending the known part(s) with the unknown with the assistance of context clues, phonic rules or any applicable decoding methods known, including the "educated guess", the whole word is attempted!

Structural Analysis Skills include:

1. Compound Words

Compound words are words made up of two smaller words.
(taxpayer, motorcycle)

2. Finding little words in big words.

This technique should not be emphasized as it can lead to confusion and interference with phonic sounding procedures. e.g. at as in boat
the as in they

3. Prefixes and Suffixes

Prefixes are phonic units added to the beginnings of root words (look, walk). Suffixes are added to the ends of root words. Both prefixes and suffixes, when added to root words, create new words with different meanings. e.g. root + prefix + suffix

agree disagree disagreement

use reuse reusable

Therefore the teaching of these units must involve both structure and meaning. Most reading instruction texts and dictionaries will provide lists of prefixes and suffixes and their meanings. Some common examples follow:

Prefixes:

ab - from, away (absent)

ad - to, toward (admit)

anti - against (anticlimax)

pro, pre, ante - before (anteroom, antebellum)

auto - self (autograph)

com - with, together (combine)

de - down, from away (depart)

dis - apart (disarm)

ex, ec - out of (exit)
inter, enter - between (enterprise)
mis - wrong, bad (mistake)
ob - against (object)
post - after (postpone)
re - back (reflect)
sub - under (submarine)
super - above, more than (superhuman)

Suffixes:

able, ble, ible - capable of being (lovable)
graph - to write (autograph)
pathy - feeling (sympathy)
er - one who does (baker)
ess - feminine ending (mistress)
ful - full of (mournful)
ward(s) - direction (homeward)

4. Word Endings

Some basic structural rules can assist the student with both the process of word decoding as well as spelling.

Regular Rules

Tense

- I. To describe verb tense add the endings -ed and -ing to the root word.
e.g. walk walked walking

Plural

- II. Most plurals are formed by adding s to the root word
e.g. one hat, three hats

Exceptions to the Regular Rules

III. Final or Silent E

With words that end in final E, drop the final E before adding a suffix beginning with a vowel.

e.g.	<u>root</u>	<u>-ing</u>	<u>-er</u>	<u>-ed</u>
	love	loving	lover	loved

IV. To form the plurals of words ending in s, ss ch, sh, and x, add es to the root word.

e.g.	<u>root</u>	<u>plural</u>
	box	boxes
	dress	dresses

V. Words ending in Y

To form the plural of words ending in Y, change the Y to I and add es.

e.g. penny, pennies

Before adding a suffix beginning with a vowel, change Y to I and then add your ending -- except for ing.

e.g.	<u>root</u>	<u>-ed</u>	<u>-ing</u>	<u>-er</u>
	carry	carried	carrying	carrier
	worry	worried	worrying	worrier

5. Syllabication

This refers to the technique of dividing a word into syllables structurally and then sounding the syllables phonically to derive the pronunciation of the whole word. A syllable is a vowel or group of letters containing a vowel sound which together form a pronounceable unit.

The advantages of this technique are that

(a) it helps the reader pronounce words that are not immediately recognized as sight words.

(b) it helps with spelling.

Teach syllables orally, at first. Pronounce the new word and tap or clap out the audible parts. Once the different syllables are heard, the rules determining word division will be more easily understood and applied.

e.g. A - window - hear two parts or syllables, therefore there are two syllables, win-dow

e.g. B - locomotive - hear four parts, therefore there are four syllables, lo-co-mo-tive.

The above examples illustrate rule I of syllabication.

- I. There are as many syllables as there are vowel sounds.
- II. Syllables divide between two consonants or in front of one.
e.g. bas-ket, ti-ger
- III. Do not divide consonant digraphs and blends.
e.g. teach-er, se-cret, ath-lete, a-gree
- IV. Prefixes and suffixes form separate syllables.
e.g. un-fair, un-like-ly

Advantages and Disadvantages of Structural Analysis

Similar points can be made to those concerning the Phonic Technique. Recognition of like structural components is faster than decoding with smaller phonic units. One can run into similar difficulties when patterns do not follow each other as demonstrated by the exceptions following each of the rules.

E. CONTEXT CLUES

The technique of using context clues refers to the application of information gleaned from the sentence containing the new word and previous sentences and illustrations to help determine the meaning of the new word.

e.g. In attempting to identify a can of tomatoes in a grocery store, the photograph of the tomatoes on the can would reinforce phonic clues such as a word beginning with T, to help decode the word TOMATOES.

Advantages and Disadvantages (Context clues)

Using context clues in conjunction with phonic or structural information facilitates the speed with which one may decode a new word. Using context by itself may lead to incorrect guessing.

F. LANGUAGE EXPERIENCE

Pages 73 - 77 describe the actual method of reading instruction referred to by Language Experience. This technique was deliberately selected to conclude this section on reading techniques for several reasons.

First and foremost is the fact that this technique has proven to be most successful with adult learners. It is unlikely that they have been exposed to it previously and therefore it will not recall negative learning experiences such as may be felt towards phonic drills which are guaranteed to have appeared in traditional reading instruction.

Secondly, by using the language experience method, the reading material used is the student's own language. It will reflect the student's use of grammar structure and personal vocabulary. A collection of this student generated material will provide the tutor with an endless source of material to work with.

Thirdly, using the students own material in this way, the tutor who is sensitive to and aware of the various reading skills and tools to be taught can seize upon the opportunity to present them as they occur, spontaneously in the daily work. Phonic or structural elements can be taught in context, at the moment, thus providing a relevant, purposeful setting for what may otherwise have been a dull, grammatical exercise.

A variety of reading techniques have just been described. It is the responsibility of the volunteer to be aware and familiar with these decoding techniques so that they can be demonstrated and taught to the student, as the particular situation lends itself to a particular technique. Different learners as well as volunteers will have different preferences, and will find different techniques more useful. Select according to your students needs. There is no rigid order of presentation or precedence. All these techniques can be useful when used appropriately. All are merely decoding or word unlocking tools.

e.g. Look over the day's experience story. If several plurals were dictated in this particular story, lead into a lesson on plurals, offering the student some of the structural rules that may assist spelling at a future date.
or: From time to time look through several stories.

(Copies should be dated and saved in a binder or notebook.) Note any recurrent incorrect grammatical errors or language patterns and develop a lesson out of this, using vocabulary and sentence structures that you know are relevant to the student as they originated with him/her. Teach to your student's direct needs and don't allow an arbitrary framework to determine what is covered in your lessons. It is helpful, in terms of record keeping, to have a list of skills to be covered and record dates introduced and reviewed but allow your students progress and particular abilities ^{to} determine what is covered and when.

Several reading instruction techniques have been described, as many, for various reasons, including space, have been omitted. A rather eclectic approach to reading instruction is suggested. Build up for yourself, as tutor, and for your learner, an arsenal of tools that the student can use with familiarity and efficiency. Give the new reader practice in both using these tools and in selecting efficiently the method that best suits

a particular decoding problem. The language experience technique suits an eclectic approach. The actual reading process, because of the complexity and diversity of the problems with which it presents the new reader, demands a variety of decoding tools.

The advantages of the language experience technique have been covered on pages 69 and 73. This technique enables the adult student to use material of personal interest and appropriateness. The volunteer by limiting the number of sentences dictated can monitor the difficulties of the material. On page 78 - 84 of this unit you can read samples of student generated work.

A basic difference with this technique is the lack of a sequential presentation of skills. The volunteer can have a list of skills to be covered (example page 105) which can be introduced when appropriate, using the students material as the medium for instruction.

Training Exercise

Training Exercise in a possible teaching approach.

Language Experience: Using the learner's own spoken word to teach him to read, or assist with spelling and writing.

1. Write down the learner's sentence - without changing it if possible.
2. Read the sentence with the learner as many times as needed.
3. Write the sentence on a card so that it can be matched with the original.
4. Cut the sentence on the card into separate words.
Arrange these words in the sequence of the original sentence.
5. Remove the original sentence. Gather together the words.
Ask the learner to arrange the word units to form the original sentence.
6. Ask the learner to write the sentence in a workbook.
7. Revise from time to time.

Note: Any or each of these stages may need to be repeated or practiced a number of times, depending on the speed with which the learner learns.

ADVANTAGES OF THIS METHOD

1. The material is easily prepared.
2. It is of interest to the student.
3. It quickly builds up a supply of sight words.

THE STUDENT CAN IMMEDIATELY ACHIEVE SUCCESS.

Thamesdown & North-East Wilts Adult Literacy Service.

ACTION PLAN FOR READING

Use the learner's interests

Interest is a dynamic force. Interest evokes effort.

Interest develops personality. Interest aids comprehension and memory. People remember best what they enjoy.

1. What if the Learners have no Interest?

They may be "switched Off" or "not tuned in" - conditional by failure. They may have "eyes that do not see", "ears that do not hear", "lips that do not say".

2. Cultivate Interests

- (a) Talk, discuss. Something will hold attention. Latch on to it! Use it, develop it, build up the interest. Plan work around it. This will demand effort on everyone's part but remember the more your learner is individually involved with his work, the more he will get out of it. Harnessing the learner's interests will involve him in communication.
- (b) Encourage perseverance - the first few pages of a book may not be very exciting; only the difficulties obvious. But later, the creation of an individual book may grip the learner's attention and be of very real satisfaction to him.
- (c) As you proceed, have in mind real books to which he will progress which relate directly to his interests and needs.

- (d) Remember the vocabulary of the book(s) should be used as a basis for activities aimed at establishing a sight vocabulary.

3. Introducing Reading Through Interests Step by Step.

- (a) What is the subject matter going to be? Discuss your learner's needs and interests, and decide on a topic that can be built up over a few weeks.
- (b) What about illustrations? Do you need source books? Do you need to introduce your learner to the library? Remember this can be a frightening experience which is shunned.
- (c) Discuss what your learner is going to say. Try not to alter what he says too much - if he does not speak the way you do, lean towards accepting his speech. Keep the sentences short and uncomplicated.
- (d) Write down what he says in good clear print or FAR BETTER type it, so that it looks more professional. Keep words well-spaced as this gets over the idea of words as entities, and use capitals only in the normal way.
- (e) Read the sentence back to him, pointing to the words. Try and keep your finger moving with each syllable as this helps to get over to your learner the idea of left-right directionality.

- (f) Get your learner to read it back to you, several times if necessary and try and build your learner up to reading the sentence in a natural way. One of the dangers at this stage is a word-by-word parrot approach which becomes unhelpful from the point of view of getting any meaning out of reading.
- (g) Now write your learner's sentences out in such a way that you can cut them up into sentence strips for him to match with the first set you wrote.
- (h) Get him to match up the sentences by placing them on top of each other. Check his reading again. (This is a task he could practise at home).
- (i) The next step in this sequence (although it may occur in the next lesson or so) is to cut each sentence into words. Then the pupil can match words to sentences. Check his reading again. Test words in isolation for building up of sight vocabulary.
- (j) Remember your learner should read to you what is in the book on an accumulative basis. (i.e. He should always begin at the beginning.)
- (k) Sight vocabulary will not be perfect. Be patient. Invent ways of testing e.g. Flash cards. Games.
- (l) Start to develop phonic work using words in the sentences your learner has given you. E.g., if he has used the word water - ask if he can suggest other words that start with the same sound. Emphasize the

initial consonant as you say Water. This will help him to become aware of sound values. (Refer to Phonic Teaching Order so that you can begin simply with vowel sounds and initial and final consonants, and gradually move to more difficult digraphs such as 'sh', 'th' etc.

(m) Remember this language experience approach in reading can be used before starting upon a book from a series or it can be used in parallel.

Thamesdown & North-East Wilts
Adult Literacy Service
Britain

The following are some samples of student-generated work.

The language experience approach can generate such material, as the student can dictate far more sophisticated thoughts to you than he is capable of writing independently in the initial stages of learning to read.

LIFE

Money is not everything, if you don't have good health.

To the writer of life:

O, dear! If you say it is like that, what can I say? But I would recommend that you make mention of love. From olden times many philosophers have been talking about this, but no one made their answer clear. Money, love, health, and life; it seems just like an equation! Dear me! What are you doing now? You might want to go to the washroom! That's right! That is also life!

FREEDOM

Mainland China is a communist country, but Taiwan is free from China because nationalist China lost to the Chinese Communists in 1949 and they lost control of the mainland.

It is a wonderful feeling living in a peaceful country like Canada.

Can we talk about absolute freedom since we come into life tied to another person's body?

If only I had my freedom I would be happier person. I could do what is important to me, visit places I want to visit, and be free. For anyone in life to accomplish what is important to them, they must be free. Without freedom they will never be able to reach their goal without struggle.

JUSTICE

I believe that justice is one of the most important things in the world for everyone, and especially for our children. If three adults abuse and kill a young boy like the case of Emmanuel in Toronto, they deserve to die. Our taxes shouldn't be wasted providing for people like this in jail. Also, there is a chance of their being out again, perhaps to do the same thing.

JUSTICE IN THE WORLD

The world today aggravates people and makes life unhappy. Governments pick on older people, and rob the rest of us blind. People should do something to bring the cost of living down, and taxes down. Maybe then there would be justice for us.

CAPITAL PUNISHMENT

I think that if they brought the electric chair back, there might not be any more killing.

I wish the government would do something about people who kill other people.

EDUCATION

We come to school for education but mostly learn politics.

LEARNING

Learning is hell; it means growth and change, and that is painful.

To the writer of learning:

There are many things that are difficult for us to learn, but I wouldn't say that learning is hell. As for growth, and change being painful, this is probably true for most adolescents in today's society. When a child is young it is not aware of the changes it will encounter in later years. We should encourage everybody to live and learn - beginning with ourselves - and not say it is hell. So I disagree that learning is hell - it could be hard - but not hell.

STUDENTS

Some teachers by giving special attention to some students in the presence of others, may be doing the student a disservice if the student finds it embarrassing.

As a student we should inform you of your problems and our feelings.

KNOWLEDGE

Knowledge is suspense; nobody knows where it ends.

We work in the world according to our mental capacity.

This means that if we do anything wrong, or we don't approach our goal we don't have enough knowledge. It is not our fault, so why do people blame us? I know why: because they don't have enough knowledge! If everyone had enough knowledge, then we wouldn't have any problems in the world. We should struggle for the future. If we start today, we can reach the goal someday.

If we don't start to-day, we will never reach the goal.

LOVE

You can't enter the lover's club if you don't have love's key.

Love is something that can only be given from the heart. Loving is giving yourself to someone who needs you as a friend.

To the writer of love:

Please! I beg you don't put conditions to love. No one should say, "Come to my lover's club when you want". When you need love, your heart belongs.

WHAT IS LOVE

There is love in the neighbor, that can be given in feeling and understanding. Mothers and fathers can give the gift of love in the world and be happy with their own children. Be thankful you have them. They need you, and they need us!

CHILDREN

I love my children very much; more than I love myself.

Children are the future; we must let them go on to build their life.

To the writer of children:

If you love your children, why can't you love yourself? Maybe you just haven't tried hard enough. I don't think it is good to put yourself down. After all, God loves us all, no matter what we have. So love yourself, then you can love your children.

I love my children, but I love myself too. If I don't love myself, I can't give them my love.

Sometimes I put myself down, but then I find out it's not good for me or for them.

FRIENDS

Dear Friends:

After I read all the sentences written by all the friends in my class, I think some of the sentences agree with my thinking or doing and some sentences don't. But they are not wrong! I know my life can't look like everybody else's, and I need to learn from everybody's experience. That's the reason why I respect my friends' opinions.

I hope I can remember all the sentences. Maybe they will help me in the future.

Thank you so much, all my friends!

Summary of Reading Decoding Techniques.

UNLOCKING NEW WORDS

Some of the ways in which a good reader attacks unknown words:

1. He guesses from context, the rest of the sentence showing what the missing word must be. Example: Jerry went into the shop to some sweets. The missing three letter word is probably buy.
2. In addition to the context, he makes use of the first letter or two and the general shape or configuration of the word. Example: After getting out of the car, Mr. Smith went into the g..... The 'g' shows that the missing word is probably 'garage' rather than 'house' or 'store'.
3. Consonant substitution. He notes that the word is similar to a word he knows except for one or two letters, the sounds of which he knows. Example: 'Mast': knowing 'fast' and M, he mentally substitutes the sound of m for the f to get 'mast'. 'Track': knowing 'back' and tr, he substitutes the sound of tr for b to get 'track'.
4. He divides the word into large parts which he already knows as units. Examples: 'Postmaster' divides into post and master; 'rainfall' divides into 'rain' and 'fall'.

5. He notes that the word consists of a familiar root and an ending.

Examples: 'playing' play and ing

'started' start and ed

6. He looks for familiar small words within longer words.

Examples: Candidate (can did ate)

7. He analyses words structurally into known prefixes, root and endings.

Examples: 'reporter' - re port er.

'independence' - in depend ence.

8. He applies phonic rules, such as the effect of final e on a preceding vowel. Examples: 'cane' knowing can and the rule gives the a its long sound. 'decent': knowing that c is soft before e, i, or y, he uses the sound of s instead of the sound k.

9. He syllabifies dividing into syllables structurally and sounding the syllables phonically.

Examples: 'unfortunate' - un for tu nate.

'permitting' - per mit ting

10. He thinks of a 'word family' to which the word belongs.

Example: 'fright': he recognises it as belonging to the 'ight' family along with 'night', 'right', 'fight'.

11. He sounds the word out by groups of letters and blends the sounds together.

Examples: 'treaty' tr eat y or tr ea ty or trea ty.
'back' ba ck or b ack.

12. He sounds the word letter by letter and then blends the sounds together.

Example: 'pant' p-a-n-t
'triangle' t-r-i-a-n-g-l-e

13. He looks up the word in the dictionary and uses the dictionary syllable divisions, accent marks, and diacritical marks or phonetic respelling to get the correct pronunciation.

Some of the techniques described above (2,3,8,10,11,12,) are phonic techniques; others (4,5,6,7) are structural analysis techniques; still others (9,13) involve both phonic and structural analysis principles. With all of them, the good reader is constantly aware of the meaning of the sentence in which the word is found. Thus, he can only decide whether to give the *i* in 'live' a long or short sound, or whether to place the accent in 'desert' on the first or second syllable, when he grasps the significance of the word in the total sentence.

Different learners will prefer and/or be more adept at different decoding techniques. Use whatever works! Be aware of as many techniques as you can that you may best help your learner find what works for him/her.

UNIT VI

Intro : LITERACY SKILLS

A variety of skills are essential in order to function in a society based on written language. Besides the skills traditionally associated with reading such as the word analysis and structural skills involved in the decoding processes previously described, further skills are vital in order for the learner to live safely and work efficiently in today's world. The skills that will be discussed in this unit include:

- A - Recreational Reading
- B - Study and Information Finding
- C - Oral Reading
- D - Handwriting
- E - Spelling
- F - Grammar
- G - Numerical skills
- H - Lifeskills (Functional Reading Skills)

Numerous descriptions of 'hierarchies of reading skills' have been published by reading specialists. A hierarchy of reading skills lists skills sequentially moving from basic or simple, to more complex. To simplify matters a composite sequence of reading skills follows based on E. and M. Smith's (1972), Kohl's (1973), and Cass' (1971) models. (Reading Instruction experts)

I. Beginning or Introductory Reading

(Grades 1 - 4, basically word processing skills)

1. - knowledge of the alphabet, letters and associated sounds
2. - recognition of a core sight vocabulary
3. - sounds and combinations of sounds (phonics)
4. - simple sentences
5. - handwriting introduction
6. - numerical skills, counting and basic operations

II. Intermediate Reading

7. - mastery of the basic mechanics of reading including the more complex phonic and structural analysis skills described in unit V
8. - comprehension or context processing skills
 - analogies
 - drawing conclusions
 - classification
 - sequencing
 - generalizing
 - outlining
 - summarizing
9. - study / information retrieving skills
 - indexes, tables of contents
 - tables, graphs, maps
 - use of encyclopedia
 - test taking skills

10. - critical reading skills

- evaluation
- propaganda
- biases
- authors' viewpoints and differing opinions
- fact/fiction

11. - written communication skills

- letter writing
- forms and applications

12. - recreational reading or reading for pleasure

13. - functional reading skills

- reading skills pertaining to daily life,
employment and social living.

14. - functional competency with numerical skills

- money, computation skills

III. Mature Reading

15. - enhancement of occupational reading skills

16. - reinforcement of mature reading habits in fact-
finding and recreation reading

17. - vocabulary development and expansion

18. - critical analysis skills

19. - refinement of writing skills

20. - exploration of literature and poetry

Reading comprehension skills can themselves be arranged in a hierarchical list based on levels of complexity and purpose.

Literal Level - recalling detail

- recalling sequence
- recalling main idea
- cause and effect

Interpretative Level - seeing relationships (generalizing)

- characterization
- predicting outcomes
- interpreting facts

Critical Reading Level

- recognition of propaganda and biases
- distinguishing between fact/opinion, fact/fantasy
- checking validity
- judging
- analyzing
- checking author's purpose

Creative Reading

- the application of information to new situations
(devel. from R. B. Lanier, & Davies, Nov. 1972,)

Sensitive questioning is an effective method of developing comprehension skills. Skillful questioning explores all levels of reading comprehension. Too frequent usage of 'What' and 'When' type questioning can keep the learner at a literal level of comprehension, as they demand only recall of detail. Keep a list at hand of the following question introducers and vary your level of questioning.

What?

How?

When?

Why?

Where?

Reading skills differ in purpose as well as in complexity.

A. RECREATIONAL READING OR READING FOR PLEASURE

The adult reader will most likely bring to the reading experience strong functionally related goals. Reading purposes of pleasure may appear inconceivable to the new reader, for whom decoding is initially such a struggle. The volunteer can, however, share with the new reader even at the earliest stages of reading many of the joys of reading, simply by reading aloud.

Select material of interest to the learner, but feel O.K. about extending his/her horizons with your own experience and spend a part of each session sharing poetry, humorous writing or a gripping mystery together. Not only are you providing the new reader with enticements of the pleasures to come once a certain reading proficiency has been reached but as well you are both sharing a pleasurable and relaxing activity together. This activity is an ideal "cushion" to precede or follow a particularly difficult reading activity. I terminated each reading session by reading aloud to my learner for 10-15 minutes, while she sat back and relaxed in a comfortable chair. There are many additional benefits of this activity. The volunteer, by reading aloud is modeling good phrasing voice, modulation, and fluent reading. As well, the fact that the volunteer is reading a selection at a level of technical difficulty beyond the independent level of the learner, affords the adult learner the opportunity to deal with material more challenging in ideas and more commensurate with his/her life experience. Subsequent literary discussions can proceed on a level that would be impossible using beginning reading material. Do not feel the necessity to develop or structure this activity. The reading/listening skills involved are of great benefit in themselves. Follow up only if the learner expresses an interest in doing so.

B. STUDY SKILLS / INFORMATION FINDING SKILLS

Begin with very basic dictionary skills covering guide words, alphabetical arrangement of words, phonetic spelling, multiple meanings and accent. Depending on the particular requirements of the learner, additional topics may include:

1. Reference books - table of contents
 - title page
 - key, guide words
 - publisher, copyright, year
 - techniques of note-taking, skimming
summarizing and organizing information
2. Use of the encyclopedia
3. atlases and maps
4. magazines and newspapers
5. timetables and schedules
6. library skills - card catalogues, etc.
7. telephone books

C. ORAL READING SKILLS

The value of oral reading skills has been much underplayed. Diagnostically, oral reading is invaluable to the volunteer as it enables him/her to identify specific reading difficulties and mastery of word decoding techniques. For the learner, the ability to read a passage aloud in a fluent, expressive manner can be a great source of pleasure and pride - especially if the learner's children are the listeners!

Many new readers will practise a storybook relentlessly in order to read it well to their children. Initially, oral reading will consist of little more than word calling. Comprehension will be limited, and reading will sound jerky and expressionless. Exercises that increase speed and fluency should be practiced at this stage.

Echo reading is a method which may increase speed and fluency. The learner is seated slightly in front of the volunteer so that the volunteer's voice is close to the learner's ear. Both read the same material out loud, together. (Select material at the instructional level, slightly more challenging than what the learner would read independently.) Initially the volunteer reads a little louder and slightly faster. No corrections are made nor is the content discussed. The volunteer's finger follows along under the spoken words read. The major concern of this method is with style and fluidity of reading rather than word recognition or comprehension.

The tape recorder is another extremely useful tool when working on oral reading skills. Tape recorders can be borrowed from the Algonquin College resource centre, Woodroffe Campus, and Colonel By Campus. It is difficult for new readers to listen to themselves read as so much energy is involved in decoding. The tape recorder makes this possible.

The need for phrasing, punctuation and voice modulation become obvious on tape. Read-Alongs are taped selections prepared by the volunteer or borrowed from an educational library. The learner follows the taped reading in his/her book. Stories can in this way be practiced frequently in-between instructional sessions. The learner enjoys the comfort of being able to stop the tape and repeat anytime to verify uncertainties.

A final note on oral reading. Whenever possible, have the learner silently read any selection to be read orally. The resulting reading will be far more fluent and comprehensive.

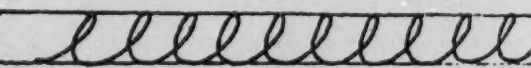
D. HANDWRITING

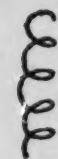
A legible handwriting has always been an asset. Typewriters are not always available. Many learners will have taught themselves to write by copying. It is not essential that printing or manuscript writing be mastered before script is introduced although I would suggest that printing be used for spelling practice because of its clarity. Literacy students often enjoy handwriting practice as a relaxing break between more demanding activities. A useful sequence for the introduction of letters follows. Preliminary exercises precede each group of letters.

Rhythmic Writing Method

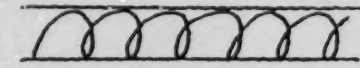
Practice exercises in sequence presented
Then teach corresponding letters
individually. Follow with next set of
exercises and corresponding letters, etc.

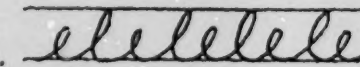
1. 

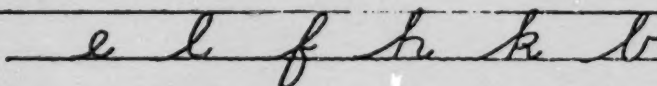
2. 

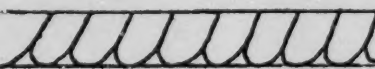
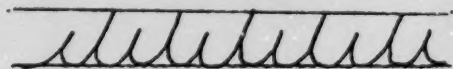
3. 

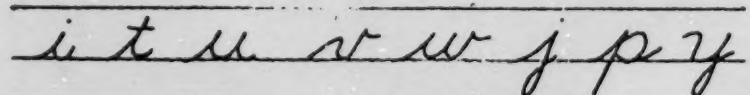
4. 

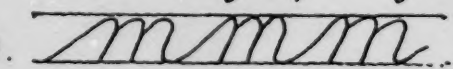
5. 

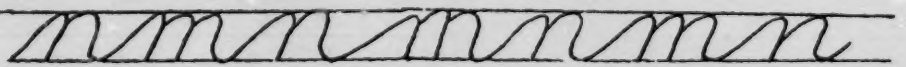
6. 

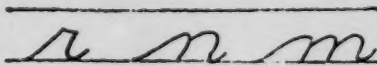
Teach: 

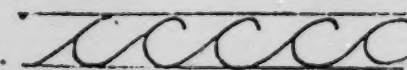
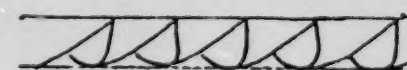
7.  8. 

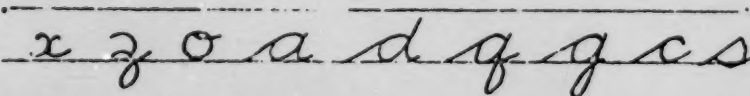
Teach: 

9.  10. 

11. 

Teach: 

12.  13. 

Teach: 

E. SPELLING

Core spelling word lists can be compiled from a variety of sources. Word lists prepared by Dolch (Dolch, date 1951, pg. 507-8) and Kucera - Francis (Tutor, 1972, pg.77) provide words that appear most frequently in written language. Functional word lists such as those published in 'Tutor', and 'Functional Reading' (Vol. 2, 1975, pg. A-23 - A-39). The latter word lists are not graded as to difficulty and were designed for use as sight vocabulary. Reading instructional texts publish graded word lists as well. Incorporate the phonic and structural skills you are currently working on as well as topics of interest into spelling lists as well. For example if you are working on word families add a few words from the family studied to your spelling list. Keep a cumulative list in a notebook or file box of new words to be learned. Words should be selected from language experience stories and special topics, such as cooking or banking vocabulary.

One successful method of organizing spelling is to set up a file box with three dividers headed - 1. WORDS I KNOW

2. NEW WORDS

3. STUDY WORDS

Each new word is written on a separate index card with a sentence or sketch illustrating its meaning. New words are filed behind the heading NEW WORDS. The 5 or 6 words

currently being studied are filed behind STUDY WORDS. Words that have been mastered are filed alphabetically behind WORDS I KNOW, providing a convenient, retrievable personal word list.

Method

Each week five or six words would be selected from the NEW WORDS group consisting of phonic words and some interest or functional vocabulary. These words would be practised during the week. The new words are dictated each session and marked with a ✓ if correct on a record sheet by the learner.

After three checks appear next to the word the card is considered mastered and filed with WORDS I KNOW in the file box.

These words should be reviewed periodically.

Hints 1. The phonics and structural analysis rules, specifically those governing plurals and word endings will assist in the acquisition of spelling skills.

2. Use as many of the senses as are practical in practising a difficult word.

visual - study the shape and pattern of the word noting its general configuration and letter patterns.
(such as double letters)

tactile - trace and write the words while saying the word aloud.

auditory - sound the word while writing it.

3. Keep cumulative records of spelling progress. This is an area that is easy to record and steady progress is virtually guaranteed.

F. GRAMMAR

Grammar instruction should be based on the specific needs of the learner. Topics such as basic punctuation, capitalization and sentence structure can be introduced at the early stages of reading instruction. Later on more complex topics such as letter forms and addressing and paragraphs can be introduced. Select topics that the learner will be using in his/her daily experience. Books outlining simple grammar structures can be found in the public libraries, the Woodroffe Campus Library of Algonquin College and from neighbourhood schools. If you borrow books from the neighborhood school you can select the specific level of difficulty you require but be careful of content directed towards children's interests.

G. NUMERICAL SKILLS

The numerical symbols are what initially come to mind when thinking of mathematics. In fact words are an essential component of the subject. A mathematics vocabulary (less, more than, fewer, divided by, plus, dollar, nickel, penny, dime, etc.) should be taught as sight vocabulary along with their numerical values and related mathematical operations.

Similarly, knowledge of basic mathematical operations are an intrinsic part of basic survival in functional skills. One cannot learn to read recipes without understanding liquid and dry measurement. Similarly, one cannot learn meal planning and shopping without competence in handling money, making change and some budgeting skills. Reading numbers as well as letters are very much a part of the total process of becoming a 'reader'.

H. FUNCTIONAL READING (SURVIVAL READING)

Functional reading skills, sometimes referred to as survival reading are closely related to a lifeskills curriculum, focusing on essential skills necessary for survival in today's society. There are general areas included in a lifeskills curriculum which would apply to everyone, e.g., emergency directions, first aid and health information and banking procedures. Specific functional skills directly answering needs and interests of the learner e.g. occupational skills, childcare skills, should be incorporated into the learner's personal curriculum. A general outline of a possible organization by purpose of functional skills follows. Vocabulary lists are included in appendix A to relate to curriculum topics discussed in Unit VII.

1. Following Directions

- road signs, cooking, childcare
- text books, sewing
- emergencies, test directions
- work related instructions
- kits
- voting
- first aid
- label - food and prescriptions
- finding locations - map reading skills

2. Locating References

- reference books (use of table of contents, headings, glossary, index)
- almanac
- catalogue
- travel books
- indexes (newspaper, magazine, texts, T.V. guides)
- telephone book
- encyclopedia
- library

3. Forms

- personal forms (driving, applications, welfare, income tax, medical, vocational)
- financial forms (sales slips, credit cards, bank statements, rent agreements, subscriptions)

Instructional units can be developed around specific topics. Reading skills, including phonic and structural analysis techniques can be applied to core vocabularies and reading material dealing with a lifeskills topic.

e.g. cooking - cooking vocabulary lists for sight vocabulary

- measurement skills
- sequence and following directions
- shopping lists, drawing up budgets
- nutrition, etc.

CHECKLIST OF READING SKILLS

A. PHONETIC ANALYSIS

- Sight Words
- Consonant & Vowel Identification
- Consonant Blends
- Consonant Digraphs
- Long Vowels, Final e
- Vowel Digraphs
- Vowel Diphthongs

B. STRUCTURAL ANALYSIS

- Plurals, Words Ending in s or es
- Plurals, Words Ending in y
- Plurals, Different Word Forms
- Plurals, Unchanged Forms
- Plurals, Rules
- Compound Words
- Contractions
- Suffixes, Form
- Suffixes, Meanings
- Prefixes, Form
- Prefixes, Meanings
- Possessives, Singular
- Possessives, Plural
- Syllabication, Procedures
- Syllabication, Rules
- Root Words
- Word Patterns
- Abbreviations

C. CONTEXT

- Word Identification
- Word Meanings
- Multiple Meanings

D. SIGHT WORDS

- Familiarity With Word Frequency and Functional Words

CHECKLIST OF READING SKILLS

E. COMPREHENSION

Literal

- Reading for Details
- Recalling Sequence
- Organizing to Show Sequence
- Main Idea

Interpretation

- Recognizing Emotional Attitudes
- Interpretation of Facts
- Seeing Relationships
- Characterization
- Predicting Outcomes
- Forming Sensory Images

Critical

- Distinguishing Fact and Fantasy
- Distinguishing Fact and Opinion

Vocabulary

- Synonyms
- Antonyms
- Multiple Meanings
- Homonyms

F. FUNCTIONAL (SURVIVAL) EDG. SKILLS

- Commercial Forms
- Traffic Signs
- Labels
- Health & Emergency Vocabulary
- Driving Terms
- Employment
- Court and Legal Terms
- Cooking Vocabulary
- Finance, Banking, Credit, Loans, etc.

G. STUDY SKILLS

Alphabetizing

- Words

Use of References

- Dictionary, Definitions
- Dictionary, Guide Words
- Dictionary, Multiple Word Meanings
- Dictionary, Phonetic Spelling, Accent
- Encyclopedia, Guide Words
- Encyclopedia, Index
- Encyclopedia, Key Topics
- Tables of Contents, Title Page
- Publisher, Copyright, Year
- Magazines, Newspapers
- Telephone Book
- Library Skills, Card Catalogues

Graphic Materials

- Maps
- Globes
- Diagrams
- Graphs
- Models

Organizing Information

- Outlining
- Classifying
- Summarizing
- Note-Taking
- Skimming
- Test Taking

UNIT VII

CURRICULUM

The following basic teaching principles as well as those described in Section IV, 10 Basic Teaching Principles, can assist the volunteer in determining an appropriate curriculum. Discussion with fellow volunteers and resource persons is encouraged.

A - SELECTING TOPICS

- Determine why the learner wants to read and direct the curriculum towards this goal. Reading techniques and skills can be applied to any core curriculum. For example, if the learner wishes to drive, begin with driving terminology and road signs and develop further.
- Use the learner's strengths in selecting your mode of instruction. If the learner has a good visual memory, build up a solid sight vocabulary first. Then select skills to teach that require visual memory. There are many different routes that lead to 'reading'. Choose the route that the learner can handle most readily. The ultimate goal is to teach the learner to read - use the path of least resistance!
- Base tasks and materials on experiences familiar and relevant to the learner. Section VIII will

describe a variety of available instructional materials.

Select with your learner in mind.

- Remember when selecting materials and determining the emphasis of the curriculum, the implications of Ulmer's research described on page 45 of this handbook.

B - ORGANIZATION

- List Goals - It is helpful to keep a cumulative list of goals and skills to be covered, specific interests and areas of difficulty. Keep this list in an accessible spot in your plan book and refer to it frequently. Mark off areas covered and note the dates that material was reviewed. Keep adding to this list and allow your curriculum to develop as a response to it.

- Lesson Planning

Prepare a written plan, a flexible plan, for each forthcoming lesson. Use any format that is comfortable. Colvin and Root (1972) provide a sample lesson plan form on page 54. It is helpful to check off material covered and note pages read during the course of the lesson. These can serve as the basis for anecdotal notes completed at home after the session. As well one develops a cumulative record of the learners progress facilitating regular review.

When planning lessons keep in mind the following points:

...Content - keep it meaningful

...variety of methods - vary the modes of instruction

- short units of work

- pace

...level of difficulty - select materials that will be challenging but not too easy or too frustrating for the learner.

- Records

Keep a brief written record of what was accomplished in each completed lesson. Use any one of several forms - anecdotal, note form, etc. Record pertinent observations at home, while the session is still remembered. This record will prove to be invaluable when planning subsequent sessions. As well, new insights or areas of difficulty may develop when it may be inopportune to deal with them. In recording these observations they may then be looked at in a more appropriate context.

- Pacing

Pace and sequence instruction to suit the style of the learner. Follow difficult tasks by less arduous ones.

- Personal Teaching Kit

Set up your own personal file of exercises teaching different skills. Use one legal folder for each skill and separate the materials according to their reading levels. Exercise pages can be covered with acetate,

making them re-usable. Attach an index listing all the skills alphabetically at the beginning of the file box. Exercises can then be easily retrieved as needed. (Edwin, Smith, 1970)

- Review

Structure lessons to facilitate remembering. Repeat material in different ways stressing relationships, similarities and differences. Review regularly.

C - SOME POSSIBLE TOPICS TO BE INCLUDED IN A LITERACY

CURRICULUM:

- Structural reading skills
- grammar
- handwriting
- spelling
- oral reading
- recreational reading
- study skills
- auditory and visual practice
- literature appreciation
- critical reading skills
- functional or lifeskills reading

Some Consumer Curriculum Areas - Lifeskills Education

(Cass, Basic Educ. for Adults)

FOOD

- names of food items
- stores
- menus
- shopping
- weights, sizes, brands, grades

FINANCE

- payment (charge accounts, installments, C.O.D., cash, credit, loans)
- income tax
- savings accounts, loans mortgages
- cheques - deposit and withdrawal forms

JOB

- trade terminology
- application forms
- insurances
- payroll deductions

HOME AND FAMILY LIFE

- homemaking
- planning
- house financing
- leases
- contracts
- budgeting
- schools
- childcare

HEALTH AND SAFETY

- travel
- hobbies
- helping children with homework
- first aid
- food storage
- emergency
- traffic rules
- fire safety
- nutrition

UNIT VIII

MATERIALS

A COMMERCIAL

"The reading instruction industry is the single largest subindustry in U.S. education. Fortunes are being made by people who produce massive amounts of reading curriculum material. Paulo Freire helped Brazilian peasants to read in 30 hours or less with simple low-cost materials."

(Dr. Marsha Forest, 1978, p. 3)

The message is clear but it is also foolish to continue to re-invent the wheel each time someone needs one! There is a wide variety of commercial literacy materials available, ranging from specific exercise sheets to complete, all inclusive sequential programs consisting of books, duplicating exercises, audio-visual material and detailed volunteer instructions. A visit to literacy classrooms would most likely exhibit, (providing a specific methodology were not espoused by the institution) diverse materials throughout the classrooms. Teachers select materials that hopefully suit their own teaching style and reflect the specific needs and interests of the student. If the decision is that a chair is required, you will choose a chair that reflects

your taste - from a wide variety of styles. The message is simply to clearly identify the learner's needs. Then go out and by all means investigate available material. Consider expense, time saved, suitability and quality. Can you produce equivalent material easily? Then select wisely and sensitively. Check out literacy programs (programmed kits, training courses, programmed exercises) with individuals who have used them and/or search out critiques in literacy texts.

Two popular literacy programs are BLADE AND LAUBACH. A brief description and critique follows:

BLADE (Basic Literacy for Adult Development)

This program originated in Saskatchewan. It was developed for use with native people who were trying to adjust to urban living.

Strengths: - phonic base

- logical, spelling and reading skills are correlated
- provides for regular review and reinforcement

Weaknesses: - expensive (over \$800) - consists of tapes, workbooks and texts.

- exclusively phonics based
- content is geared towards the interests of people from the northlands
- material contains strong middle class biases
- no provision for student-generated material

Suggestions for Use:

- This program should be used in conjunction with other materials.
- BLADE material can be borrowed at the Colonel By Campus of Algonquin College. (281 Echo Drive)
It can also be used with arrangement from the literacy program.
It consists of 4 levels each containing different units. A complete phonics base is introduced at the first level, and proceeds to a grade 4 equivalent in reading skills.

LAUBACH (The "Each one teach one" way)

This program was initially developed to teach a language other than English - a language that was more phonetically regular. When this method was first developed, new readers were encouraged to pass on their skills to family and friends. Thus "each one teach one". The program takes a phonic approach to reading and requires a degree of tutor training.

- Strengths:
- strong phonic base
 - graded reading material
 - content is oriented to adult interests
 - structure encourages the learner to proceed at his/her own pace.
- Weaknesses:
- strong third world bias
 - no student generated material
 - excludes modes of instruction other than phonic.

A detailed and inclusive description (as of summer'79) of the literacy material available in the Resource Centre, p. 121, list 1 (124 O'Connor, fifth floor) of People, Words and Change follows. This document was compiled in July 1979 by Mary Nash. It includes:

- resource books with brief descriptions
- programmed and sequential skills series
- diagnostic aids
- audiovisual materials
- programmed reading series
- exercises for practice and review
- reading materials suitable for a beginning, adult reader

Other sources could include:

- publishers lists

The Annotated Bibliography (Brooke and Rancier, 1970) contains an excellent list of instructional materials, research information and literature as well as author and publisher indexes.

- Bookstores

University of Ottawa, Carleton University and the High School of Commerce have Adult Education and Adult English Second Language programs. Many of the materials used in these programs can be effectively utilized in literacy programs as well. Have a look!

B NON COMMERCIAL MATERIAL

The functioning of our society is dependent on written and oral language as a means of communication. We are surrounded by written messages; our senses are continuously bombarded by word signals. We have trained our senses to ignore a large percentage of this verbal stimulation and select from it only what we need.

From the perspective of literacy volunteers however, this profusion of written language is a source of invaluable and limitless reading material. Ottawa in particular, a bureaucratic center, offers a wealth of free, written material on a variety of subjects. Vast sums need not be spent on instructional materials. Functional reading topics (section VI) will provide the volunteer with numerous ~~free~~ ~~ideas~~, readily available or easily produced materials. A partial source list for non-commercial materials follows. The possibilities are infinite.

1. Public and Institutional Libraries

For the price of a membership card, an unlimited source of books and magazines are available for both volunteer and learner. The Ottawa Public Library will provide private study space as well if volunteer and learner prefer to meet in a library atmosphere.

Resource book lists and a sample library pathfinder are included in Section VIII - C. The sample pathfinder

was made up for the Woodroffe Campus Library, Algonquin College. However, similar classifications apply to the Ottawa Public Libraries as well.

High interest, low vocabulary books are very difficult to find in the libraries. A book list for adult learners was compiled from books selected from the children's section of the Public Library. These books dealt with mature topics and are written for beginning readers. This list is included in Section VIII - C p. 150. University of Ottawa and Algonquin College have good reference sections as well. Look at the "English as a Second Language" materials also.

2. Visit government and business offices, travel agencies, employment centres, and train and bus stations for limitless supplies of brochures, forms, pamphlets, information sheets and schedules.

3. Other readily available material includes:

- | | |
|--------------|-----------------------|
| - newspapers | - political brochures |
| - magazines | - comics |
| - catalogues | - instruction sheets |
| - cook books | menus |
| - junk mail | - bank forms |

4. Learner-Generated Material

Collections of writing by the learners themselves or dictated to volunteers. (see section V - Language Experience)

5. Volunteer-Made Material

Before producing materials, serious consideration should be given to the time factor involved, differences in expense and availability of suitable commercially produced material. Cumulative files of flashcards, illustrations and personal teaching kit (described in Section VII, Curriculum, p.107) require minimal time and expense. It is suggested that when the time and care are taken to produce material, they be constructed of durable materials and organized so that they may be re-used, either as review or with different learners. This can be done, when appropriate, by covering materials in transparent mac-tac, mounting materials on cardboard and by writing responses on separate paper rather than on the original copies. Numbered flashcards plus an index make specific words easily retrievable.

C Availability of Literacy Material in Ottawa

The following sources of both reference and reading materials for volunteers and learners are all available in Ottawa.

List I, page 121

This is a descriptive list of resource materials (worksheets, kits, tapes, books, etc.) available at the People, Words and Change central office. This was compiled by Mary Nash (librarian).

List II, page 130

List II is a bibliography of recommended resource and reference books all available in Ottawa. These lists include books, journal articles and reference information from the Ottawa Public Library, University of Ottawa Library and Algonquin College Library. This list was compiled by Kamala Narayanan (librarian).

List III - Library Pathfinder, page 147

Following the Bibliography described in List II is a copy of a library pathfinder to resources in literacy available in the Algonquin College Resource Centre. The described subject headings, with minor variations can be used in the other libraries referred to in the Bibliography.

List IV , page 150

List IV includes suggested book lists for adolescent and adult new readers. These books are all available in the children's section of the Ottawa Public Library.

LIST I

PEOPLE, WORDS

AND CHANGE

Literacy Resource Materials

a variety of teaching aids, workbooks and
informative literacy bulletins

The following materials are available from the
central People, Words and Change office located
at 124 O'Connor, 5th floor (at the corner of
Laurier and O'Connor). To examine or borrow
these resources, please contact the office
prior to your visit - Telephone: 235-4368.

People, Words and Change would like to
thank Mary Nash (librarian for taking
time to make a complete inventory of our
resources. It is because of the
information received that the following
report is available.

July 1979
Marie-Paule Mattice

TEACHING AIDS

A) General

Daniel Fader, Hooked on Books, Berkley Publishing Corp., N.Y., NY. Tenth edition, 1976.

- How to learn and teach reading and writing with pleasure.

Herbert Kohl, Reading How to, Bantam Books, NY, N.Y., 1973.

- The natural and easy way to help people of all ages discover the joys of reading.

Rosemary Sansome, The Oxford Junior Dictionary, Oxford University Press, 1978.

- A simple and straight forward dictionary containing approximately 4800 words. It is intended primarily for grade 1 - 3. Simple pronunciation guides are given for difficult or ambiguous words.

Albert and Loy Morehead, Webster Dictionary, new American handy college dictionary, New American Library 1972.

- Contains more than 100,000 definitions, includes abbreviations, geographical names, foreign words and phrases.

Marsha Forest, Learning and Teaching with Common Sense, Frontier College, Toronto, 1978.

- A collection of thoughts designed as an aid for you to deal with yourself and your student effectively and fairly.

Eastman, P.D., The Cat in the Hat, Beginner Books, Random House Inc. NY, 1964.

- A beginning book dictionary.

Language Research Inc., Learning the English Language; Book 1 & 4, Thomas Nelson & Sons Ltd., Don Mills published by Houghton Mifflin Company.

- English as a second language, basic reading exercises.

B) Methodology

B. Chapman, et al, Mott Basic Language Skills Program Allied Education Council publishing, Michigan U.S.A. 1976.

- Word Bank : A picture-word association assemblage of 300 common nouns. Excellent vocabulary developer. Ideal ESL usage.
- Consumer Buying : Basic numbers and money. A combination of reading, comprehension and arithmetic.
- Placement Guide : An informal screening device for students placement within the Mott program. Combination of written and oral exercises. Average time to administer the test is 14 minutes.
- Semi-programmed series #1912 : Sees the fundamentals of reading skills.
: at the language and grammar level
- Semi-programmed series - word skills #1300 - 1306 : Practice left-to-right movement, top-to-bottom movement, learning manuscript letters.
 . . . # 1300 A Head Start for Reading
 . . . # 1301 : covers single letter consonant sounds and practices cursive writing. Emphasizes consonant sounds, not words.
 . . . # 1302 : covers short vowel sounds - single letter, words and short sentences.
 . . . # 1303 : teaches K sound, consonant blends and clusters.
 . . . # 1304 : teaches long vowel sounds, some digraphs and diphthongs.
 . . . # 1305 : reading exercise in ai; ay; y; i - approx. 30 short readings and a poem.
 . . . # 1306 : reading exercise in soft sounds

S.V & J.A Dautzat, W. Ott., B.W. Kreitlow, Reading, a sequential program, Steck - Vaughn Co., Austin Texas 1977.

- Books are:

- | | |
|--------|---------------------------------|
| # 1100 | - Prereading skills |
| # 1200 | - sight words |
| # 1300 | - sight word |
| # 1400 | - phonics |
| # 1500 | - phonics |
| # 1600 | - structural analysis / Phonics |
| # 1700 | - skills application |

Kirk Laubach, The New Streamlined English Series, New Readers Press, Syracuse NY 1969.

- It is a basic reading and writing course featuring a memory aid device using pictures with superimposed letters to associate sound with sight. All skill books include a reading book of short stories.

- | | |
|----------|-------------------------------|
| Book I | - sounds and names of letters |
| Book II | - short vowel sounds |
| Book III | - long vowel sounds |

C) Diagnostic Approaches

B. Chapman, et al, Mott Basic Language Skill Program, Placement Guide, Allied Education Council, Michigan USA 1976.
- informal screening device, administering time is 14 minutes.

Ruth Colvin and Jane Root, Reading Evaluation - Adult Diagnosis (READ) Literacy Volunteers of America (LVA) Syracuse, NY 1976.

- A test for assessing adult student reading needs and progress.

Richard Burnett (Dr.) , The Adult Basic Reading Inventory, Scholastic Testing Service Inc. , Illinois 1966.

- For use in identifying individual capabilities in learning to read. Identifies absolute versus functional illiterates.

AUDIO - VISUALS

a) Information Brochures

DEC Films, Development Education Centre, Supplement catalogue 1977, Toronto.

1978 - 1979 Catalogue, DEC Library, Development Education Centre, Toronto.

Learning Language, discussion guide teacher education, the Ontario Educational Communications Authority, Toronto 1977.

- Learning language consists of nine fifteen-minute television programs aimed to show the importance of language in school to teachers.

b) General

Literacy Content Analysis, Literacy Working Group st. Christopher House, Toronto, 1977

- A slide presentation (80 slides & 1 cassette tape) on content analysis of literacy and English second language materials. Available in French and and English.

Rainbow Word Builders, Kenworthy educational service, Inc., Buffalo N.Y. 1950

- An instructional game to teach basic fundamentals of phonetics.

OTHERS

Dictionary of Occupational Titles 1965. Volume 1 Definition of Titles, Third Edition, Washington DC U.S.A.

The Canadian Directory to Foundations and Granting Agencies, 1978, Fourth Edition, Association of Universities and Colleges of Canada, Ottawa.

- Describes Canadian, American and international foundations, trusts and granting agencies.

G.R. Rancier & W.M. Brooke, Annotated Bibliography, Dept. of Regional Economic Expansion, 1970. Ottawa.

- An annotated bibliography of adult basic education.

Owen G. Snider, An Annotated Bibliography of Selected Resources in Adult Basic Education, Alberta Vocational Centre, 1978, grade equivalency 1 - 9.

Ethel E. Anderson, Annotated A.B.E. Bibliography, Movement for Canadian Literacy, Toronto 1978.

- Comprehensive listing of materials currently in use to workers in the 0 - grade 9 levels of adult basic education programs in Canada.

John Fisher, Money isn't everything, Management and Fund Raising Centre, Publishing Division, Toronto 1977.

- A survival manual for non profit organizations. Deals with problems affecting non-profit groups today and provides practical and workable solutions.

E.E. Anderson et al, Directory of Adult Basic Education Programs in Canada, The Movement for Canadian Literacy, Toronto 1978.

- A directory of present - day Canadian literacy programs at the 0 grade - 8 grade level. Prepared to help potential students, referral agencies and adult education personnel.

Flannagan, Mary & Cheryl Moore, Materials for Adult Basic Reading, Ontario Library Review Dec. 1977 p. 280 - 287.

Johnson, Mary, The ABC's, International Centre, Clarity Books, Winnipeg, Manitoba, 1978.

- The learning of basic letter sounds and the reading of simple words and sentences. Basic phonics for adults.

Johnson, Mary, Foundation for Literacy, part 1 & 2 International Centre, Clarity Books, Winnipeg, Manitoba 1978.

- Part 1 - combined spelling workbook & reference, includes sentences to read and write.
- Part II - Advanced spelling patterns.

RESEARCH

1977- 1978 Annual Report of Laubach Literacy International
Winter 1978 Syracuse, NY. Vol 18 No. 2

Declaration of Persepolis, International symposium for Literacy 1975, International Co-ordination Secretariat for Literacy, Paris.

Literacy: Charitable enterprise or political right,
Literacy Working group, St. Christopher House, Toronto, 1977.

Audrey M. Thomas, Adult Literacy in the Seventies, conference report, Movement for Canadian Literacy, Toronto 1978.

World Literacy of Canada symposium, original draft transcript from the tapes 1974.

Learn About Literacy, World Literacy of Canada Toronto. A development education resource pkg. on the problem of illiteracy.

R.E. Adams, A learning and teaching experience, New Start 1975, Dept. of Regional Economic Expansion, Ottawa.

WORKBOOKS & EXERCISE SHEETS

Looking at words, Educational Developmental Laboratories Inc. 1968 Huntington, NY.

- Teaches in exercise form how to use context clues, meaning from dictionary and how to recognize and write different forms of words.

Exercise Sheets on a number of common reading difficulties. They include . . .

p / b	;	j	;	y / j	;	v	;
j / g	;	p	;	y / j	;	j/n, m, nk	
y	;	v / w	;	w	;	f / v	
g	;	m	;	f	;	c	
n							

D. McCormack and M. Finocchiaro, Oral English, level 1 - elementary English, Centre Educatif et Culturel Inc., 1967
- Workbook for E.S.L. students, places into concrete form what has already been learned orally, sees patterns of language and phonics.

C.W. Martin, Introduction to Canadian English, Book 1 & 2 Dept. of the Provincial Secretary and Citizenship, Toronto 1968.

- Helps students practise their English orally and written form. For English Second Language Students.

M.S. Robertson, Adult Reader, Steck Vaughn Co. Austin Texas 1964.

- The book was prepared for teaching adult beginners to read. It's centered around specific adult topics. Exercises for each topic are provided.

Edwards, George & Rosalind, Reading through Phonics, Book 4, J.M. Dent & Sons Ltd., Don Mills 1966

- The book emphasizes oral and auditory training through pictorial association. A step-by-step progression in word analysis.

- Workbook composed of short stories and exercises in leading comprehension.

- A collection of workbooks each looking at a different reading skill.

- | | |
|--------|-------------------------------|
| Book 1 | - the letters of the alphabet |
| Book 4 | - Sentence Reading |
| Book 5 | - Paragraph Reading |
| Book 7 | - Content Analysis |
| Book 6 | - Consecutive Paragraphs |
| Book 8 | - Functional Reading |

- A free monthly graded English newspaper designed to help acquire reading skills.

- Prepared to help emphasize major reading skills from phonics analysis to structural analysis to word meaning.

- Teaches word analysis and comprehension as well as provide multi-purpose exercises.

- A supplement to the skill builder program.

- The accelerated progressive choice reading program kit:

- Consist of reading lessons, practice and review exercises. eg. suffixes, synonyms, capital letters, plural forms, vowels and rhyming words.

Robert Lado, Lado English Series, Workbook 2, Canadian edition adapted for Canadian schools, Centre Educatif et Culturel Inc., Montreal 1971.

- A complete course in English as a second language.

H.A. Smith & I.L.K. Wilbert, How to Read Better, Steck - Vaughn Co., Austin, Texas 1964.

- This book shows the mechanics of reading through stories and discussions. Book 1 and Book 2.

Educational Developmental Laboratories Inc., Looking at Words, C - 1 lessons 1 - 25, McGraw - Hill, Huntington, New York 1968.

- This workbook spent time on context clues, word meaning from the dictionary and various forms of words. Each lesson has recognition sentences, use of word meaning exercises, practice, application and writing.

M.S. Robertson, learning and writing English, Steck Vaughn Co., Austin, Texas.

- The workbook includes subjects usually taught at a grade 3 and 4 level eg.: numbers, letters, possessive forms, negative words as well as letter writing.

Steps to Learning, Book 2, Steck Vaughn Co., Austin, Texas 1965.

- Enables the reader to master words, apply word clues, recognize sounds. It helps develop oral abilities, reading & writing skills as well as number skills.

Jewell Varnado, English Essentials, Steck Vaughn Co. Austin, Texas 1964.

- Workbook form teaching sentences, capitalization, punctuation, grammar, pronouns, verbs, adjectives ...etc.

LIST II

B I B L I O G R A P H Y

PEOPLE, WORDS and CHANGE

Adult Education Materials

(Basic adult resource available in the
Ottawa area)

People, Words and Change would like
to thank Kamala Narayanan
(librarian) for volunteering her
time to research the information
enclosed in this document.

July 1979
Literacy Program

ADULT EDUCATION

RESOURCES

July 1979

Location: Ottawa Public Library

The resources identified in this document are available from any of the Ottawa Library Branches and under those branches' lending policies.

Adult Education Programs

428-4
S644

Smith, Carl Bernard
Getting People to Read; volunteer
programs (work)
N.Y., Dela Corte Pr. 1973.
Reading, Remedial Teaching

Teaching Aids

428-4
091

Otto, Wayne
Teaching Adults to Read
Boston, Houghton Mifflin 1967
Reading - Remedial Teaching

372-4
D489

Developing functional basic reading
skills
Pittsburgh Stanwin House, 1970
a guide for teachers

428-6
G986

Guyton, Mary Louise
From words to stories: a reading book
in simple English for men and women
N.Y. Noble 1951

372-4
P685

Pitman, Sir James
Alphabets and Reading: the initial
teaching alphabet
London, Pitman 1969

028
A237a

Alder, Mortimer j.
How to Read a Book
New York Simon Schuster 1972

808-5 Elocution
S954

Avery, Elizabeth
First principles of Speech
Training N.Y. Appleton 1956

speech, elocution
808-5
L941

Luck, Gordon
A guide to practical speech
training. London Barrie &
Jenkins 1975.

428-6
D622er

Dixon, R. J.
Elementary reader in English for
the foreign born; with exercises
for conversation and study.
N.Y. Regents Pub. Co. 1950

428-43
K63

Klaesar, Barbara
Reading Improvement: a complete
course for increasing speed and
comprehension.
Chicago Nelson - Hall 1977
Developmental reading.

Literacy

372-4
J68

Johnson, Mary
Programmed illiteracy in our schools
Winnipeg, Clarity Books, 1970
Reading (Elementary)

372-4
B658

Blumenfeld, Samuel L.
The new illiterates-how you can
keep your child from becoming one.
N.Y. Arlington House 1973
Reading Elementary, Phonetic Method.
Whole word.

Others

025-54
L986r

Lyman, Helen H.
Reading and the Adult New Reader
Chicago ALA. 1976
Libraries and new librates
Reading Adult Ed.

N.Y. American Book

1969
428-6
W772

R
428-6
T784

R	R	R
428-6	428-6	428-6
059	059a	059b

428-4
L484

Wright, Audrey L.
Practice your English all
English ED.
N.Y. American Book 1960

Wings of Wonder
J.R. Linn et al Toronto: Holt
Rinehart and Winston

The Treasury Readers
Toronto. Ryerson Press

Authorized by Ministry of
Education Tor. Eaton The Ontario
Readers
1st, 2nd, 3rd, 4th books in
library.

Leedy, Paul D.
Reading Improvement for Adults
New York McGraw Hill 1956.

ADULT EDUCATION

RESOURCES

July 1979

Location: University of Ottawa

The resources identified in this document are available from the university library and under that institution's lending policy.

Adult Education Programs

- | | |
|------------------------|--|
| LC5254
'C32
1967 | Canadian Association for Adult Education <u>How to start an adult education program</u>
Toronto, CAAE 1967 |
| LC5515
'C76 | Cross, Kathryn P.
<u>Planning non traditional programs</u>
San Francisco, Jossey-Bass, 1974 |
| 1971
LC5219
'T55 | Tough, Allen M.
<u>The Adult's learning projects - a fresh approach to theory and practice in adult education.</u> |
| LC5219
'C36 | Canadore College of Applied Arts and Technology, Continuing Education Division. <u>Learner at the centre; a project in the management of learning.</u>
North Bay, Ontario, Canadore College of Continuing Education. Deals with innovation approaches to adult basic education. |
| LC5254
'C2C2713 | Canada Dept. of Regional Economic Expansion.
<u>The Adult learner; adult basic education in the Canada New Start Program.</u>
Ottawa 1974 |

Adult Education Handbooks

- LC5219
'D5 Dickinson, Gerry
Teaching Adults: a handbook for
instructors. Toronto. New Press 1973
- LB1732
'A43 Algonquin College of Applied Art &
Technology Staff Development.
Teachers of adults program handbook.
Toronto Ministry of Colleges and
Universities 1976.
- LC5219
'N2485 National Association for Public
Continuing and Adult Education's.
How Adults can learn more faster.
a practical handbook for adult
students.
Washington NAPCAE 1961
- LC5219
'C27 Canada Dept. of Manpower and
Immigration Training Research
and Development Station.
Handbook of adult curriculum
development. Prince Albert, 1974
- Teaching Aids
- LC5219
'L3 Langerman, Philip D.
You can be a successful teacher of
adults: National Association for
Public Continuing and Adult
Education's authoritative source
book and information guide.
Washington NAPCAE, 1974
- LC5219
D37 Davis, Larry N.
Planning, conducting, evaluating
workshops: a practitioner's guide
to adult education.
Austin.
- LC5219
'S4 The Second Treasury of techniques
adults.
edited by Virginia B. Warren.
NAPCAE 1970

LB1732
'U55

University of Saskatchewan. College
of Education. Continuing Education
program.

The teaching of adults series for
beginning and part time instructors
and program planners.

Saskatoon, University of Sask. 1976

LC5219
'V46

Verduin, John R.

Adults teaching adults: Principles
and strategies.

Austin. Teaching concepts 1977

Literacy

7:4:60-82
vol.7 no 4
p.g.-60-80

McTeague, Frank

Developing literacy skills in
adolescents and adults. TESL
(Teaching English as Second
Language. Talk.

6:1-11 je '1975

Johnson, M.

Reading and writing: adults.

TESL Talk

LC5215
'S7

Srinivasan, Lyra.

Perspectives on non formal adult
learning functional education for
individual community and national
development.

New York World Education, 1977

10:3:34-43 '77

Bower, John

Functional Adult Education for
rural people. Communication
research and feedback.
Convergence

9:1:53-58
Winter '78

McGee, Donna

Reading skills for basic literature.

TESL Talk

33:5:721:731
May '77

Girard, Claude

Adult beginners course in E.S.L.:
a solan approach Can Modern Language
Review

8:4:33-42
Winter 75-76

LC5254-2
Q7L25
1973

Gannon, Rodger
English Language education of West
Indian migrants to Canada. English

Lallez, Raymond
The TEVELC case: an experiment in
education using the multi-media
system.
Paris, UNESCO, 1973.

Reports

LC5305
T34
1978

Thomas, Audrey M.
Adult literacy in the seventies. a
report of a Canadian workshop on
adult basic and literacy education.
Toronto, Movement for Canadian
Literacy, 1978

LC
5254
'L37

Learning
Canadian Association for Adult
Education, Toronto 1976.

Educational Sciences: Their
relevance to Adult training in
Canada.
Ottawa, Ontario Ministry of Manpower
and Immigration March 1976.

L906
'M4C6

Continuing education directory;
courses, programs and activities 1969
Toronto, Metropolitan Toronto
Library Board. V. Quarterly

LC5254
'C2A4

Algonquin College of Applied Arts.
An anthology of contributions to
Basic Education Conference, May 11,
12, 13, 1972.
Edited by John H. Owens.

LC5254
'C36

Canadian Commission for UNESCO.
Recommendations on the development
of adult education.
Ottawa 1976. Text in English and
French.

Bibliographies

- Ref.
Z5814
'A24A67
1978
Anderson, Ethel E.
Annotated adult basic education:
bibliography / Toronto: Movement
for Canadian Literacy 1978
- Ref.
Z5814
'A24R3
1970
Rancier, Gordon J.
An annotation bibliography of adult
basic education.
Ottawa, Queen's Printer. 1970
- Z5814
'A24044
1975
Ohliger, John
Media and adult learning: a
bibliography with abstracts,
annotations and quotations.
New York, Garland 1975
- Z5814
'A24N4
1972
Neal, Kenneth W.
Teaching methods in further education:
a bibliography.
2nd edition Wilmslow, K.W. Neal, 1972.
- Z5814
'A24N4
1972
Neal, Kenneth William
Teaching method in further education.
a bibliography.
Wilmslow, Cheshire 1972.
- LC5215
'D384
Dave, R.H.
Lifelong education and the school,
Abstracts and Bibliography.
Hamburg. UNESCO. Institute of
Education 1973.

Periodicals

- LC
5254
'C35
Periodicals
Canadian Journal of University
Continuing Education 1974
formerly Dialogue,
- LC
5201
'C65
Convergence
An interantional journal of adult
education
Toronto, Ontario International
Council for Adult Education 1968.

1:2:7-12
July 1977

A research / teaching strategy for
use with non-English speaking
children.

Stott, Dennis. Journal f
Practical Application.

Audio - Visuals

KIT
LC 5219
'156

Implications for teaching (KIT)

Concept Media 1973

2 audio tape cassettes

1 filmstrip 2 manuals

Contains specific teaching.

teaching techniques designed to
overcome factors affecting learning
ability of elderly.

Teaching adult basic education, a
program of videotapes and written
materials for Teachers and
Administrators.

OISE with Ontario Educational
Communication Authority and
Ryerson Polytechnical Institute.

ADULT EDUCATION

RESOURCES

July 1979

Location: Algonquin College Library

The resources identified in this document are available from the Woodroffe Campus resource centre of Algonquin College or via your nearest College campus.

Adult Education Programs

LB
1050.5
S486

Smith, Carl Bernard.
Getting People to read: volunteer programs that work.
New York, Delacorte, 1973. A useful action oriented guide. American.

LB
1050.5
J8
1972

Judson, Horace
The techniques of reading. an integrated program for improved comprehension and speed N.Y.
Harcourt Brace Jovanovich 1972

Teaching Aids

LB
1573
F55

Flesch, Rudolph Franz.
Why Johnny can't read and what you can do about it. New York, Harper, 1955. A home teaching guide for the phonetic method. With word lists and illustrated letter charts.

LB
1050.5
P62
1975

Pope, Lillie
Guidelines to teaching remedial reading. Rev. 2nd. ed. Brooklyn N.Y. Book-Lab, 1975.
Recommended for assisting those with reading disabilities.

LC
5225
R4J6

Johnson, Mary, The ABC's: an alphabet and Basic phonics book for adults and children, Winnipeg International Centre 1977 31 p. illus.

LC S225 S6J6	Johnson, Mary <u>Foundation for Literacy, Winnipeg International Centre 1976</u>
PE1143 F4	Fergus, Patricia M. <u>Spelling improvement: a program for self instruction.</u> New York, McGraw- Hill 1964
PE 1449 L38	Lauback, Franck <u>Streamlined English; word lists,</u> Syracuse N.Y. Lauback Literacy
PN 83 K7	Kohl, Herbert <u>Reading, how to</u> New York Dutton 1973
LB 1050.5 C65	Colvin, Ruth J. <u>Tutor; techniques used in the teaching of reading, handbook for teaching basic reading to adults and teenagers,</u> LVA Syracuse N.Y. 1976
LB 1050 C65	Colvin, Ruth J. <u>READ Reading evaluation - adult diagnosis; a test for assessing adult student reading needs and progress (LVA) Literacy Volunteers of America Inc.,</u> Syracuse N.Y. 1976
LC S225 R4J63	Johnson, Mary, <u>Building the Foundation;</u> a Basic literacy course. Winnipeg, International Centre 1973
LB 1525 A84	Aukerman, Robert C., <u>Approaches to beginning reading,</u> Aukerman J. Wiley 1971
LB 1576 G67	Gordon, Sol, <u>Signs Series.</u> Syracuse N.Y. New Readers Press 1971 (remedial teaching)
LB 1573 H23 1975	Harris, Albert Josiah, <u>How to increase reading ability; a guide to develop- ment and remedial methods,</u> New York D. McKay Co. 1975

LB
1573
D345
1970

Dechant, Emerald V., Improving the teaching of Reading. Englewood Cliffs, N.J. Prentice-Hall 1970

Literacy

LC
S219
G67

Grabauski, Stanley M., Paulo Freiré: a revolutionary dilemma for the adult educator - addresses, essays, lectures. Syracuse University Publications in CE 1972.

LC
S257
I 8E7

Grebelsky, Ora From illiteracy to literacy English edition, Israel contribution to the international education year 1970. Unesco 1970

LC
1045
S57

Smith, Edwin H., Literacy education for adolescents and adults; a teacher's resource book, San Francisco. Bord & Fraser Pub. Co. 1970

Reports

LC
S254
C2A393

Thomas, Audrey M. Canadian adult basic education and literacy activities: a digest. Toronto, World Literacy of Canada, 1976. A survey with statistics of Canadian problems, listing agencies and activities.

LB
1051
S6445

Solan, Harold A. The psychology of learning and reading difficulties. New York Simon and Schuster 1973.

LB
1050.5
N3
1966aa

National Conference on Dyslexia, Philadelphia 1966. Dyslexia; diagnosis and treatment of reading disorders. Saint Louis, Mosby 1968

LB
1050.5
C27

Calkins, Eloise O. Reading forum;
a collection of reference papers
concerned with reading disability,
Maryland, National Institute of
Neurological Disease and Stroke 1976

LB
1050.5
S493

Smith, Edwin H., Teaching reading
to adults, Washington, Association
for Public Continuing and Adult
Education 1962

Bibliographies

REF LB
1050.5
C44

Chicorel, Marietta, ed. Chicorel
abstracts to reading and learning
disabilities. (periodicals) New
York, Chicorel Library Publ.
Corp. Annual.

REF LB
1050.5
C45

Chicorel, Marietta, ed. Chicorel
index to reading and learning
disabilities: An annotated guide:
books. New York, Chicorel Library
Publ. Corp. Annual.

Periodicals

As the collection builds, material such as clippings,
pamphlets, reprints etc. will be kept in the
INFORMATION FILES.

Please ask for this at the Information Desk.

Some MAGAZINES and NEWSPAPERS:

Convergence

Journal of Reading

English Journal

English Quarterly

Times Educational
Supplement

These INDEXES will help you find magazine articles:

Canadian Education Index	Education Index
Canadian Periodical Index	Library Literature
ERIC (Educational Resources Information Centre) - Resources in Education	Readers' Guide to Periodical Literature Social Sciences Index

Literacy. Toronto, Canadian Project for Adult Basic and Literacy Education, 1977. A magazine with news items and information for those involved in adult basic education and literacy training.

Adult Education Handbooks

LB 1050.5 S493	Smith, Edwin H. <u>Teaching reading to adults.</u> Washington, National Association for Public Continuing and Adult Education, 1962. A manual for teachers with some helpful suggestions and lists of materials.
LC 5225 R4 088	Otto, Wayne. <u>Teaching Adults to Read.</u> Boston, Houghton Mifflin, 1967. A useful introductory handbook, with lists of suggested materials and practical guidance.
LB 1050.5 R82	Ruchlis, Hyman. <u>Guidelines to education of non-readers.</u> Brooklyn N.Y., Book-Lab, 1973. An excellent manual for teachers, with tips on teaching and setting up programs, and case histories. Some American bias.
PE 1135 A4	Allen, Robert Livingston <u>English sounds and their spellings; a handbook for teachers and students,</u> New York Crowell 1966
LB 1050.5 .L37	Leedy, Paul D., <u>A key to better reading,</u> N.Y., McGraw-Hill 1968.

Others

- | | |
|---------------------------|--|
| PE
1137
E53
1965 | Einsenson, John,
<u>The improvement of voice and diction,</u>
New York MacMillan 1965. |
| PE
1449
E5 | English Language Services, Inc., <u>the</u>
<u>Key to English Vocabulary :</u>
glossaries, vocabularies London,
Collier - MacMillan 1965 125 p. |
| PE
1145.2
D7 | Drake, William D.
<u>The way to spell;</u> a guide for the
hesitant speller. Chandler pub.
Co. Science Research Associates, 1967 |
| P
90
D4
1961 | Deen, Howard H.
<u>Effective Communication;</u> a guide to
reading, writing, speaking and
listening, N.J. Prentice-Hall 1961 |
| PE
1408
F4779 | Flesch, Rudolf Frenz
<u>A new way to better English,</u> New York
Harper & Row 1958 (readability-
literary style) |
| LB
1050
L4 | Leedy, Paul D
<u>Reading improvement for adults</u>
New York, McGraw-Hill, 1956 |
| LB
1050
R34 | Raueson, Margaret B.
<u>Developmental language disability;</u>
<u>adult accomplishments of dyslexic</u>
boys, Baltimore Johns Hopkins Press,
1968. |
| Z
716.45
L932 | Lyman, Helen Luguenor
<u>Reading and the adult new reader,</u>
Chicago American Library Association,
1976. |
| LB
1050.5
R82 | Ruchlis, Hyman, <u>Guidelines to</u>
<u>education of non readers,</u> Brooklyn,
Book - Lab 1973 |

LB
1050
.5
C29

Conavan P.
Developing reading skills, Allan
and Bacon, Boston, 1968

LB
1573
G24

Gons, Roma
Common sense in teaching reading
Indianapolis, Bobbs - Merrill, 1963.

LIST III

LITERACY:

a pathfinder

to resources available in

Algonquin College Resource Centre

Woodroffe Campus

September 1978

1. Materials (books, cassettes, films, slides, etc.) dealing with this subject are listed in the SUBJECT CATALOGUE under these headings:

English Language - Alphabet

English Language - Orthography
& Spelling

English Language - Phonetics

Illiteracy

Libraries and New Literates

Reading and its many subdivisions

eg. Reading Ability
Reading (Adult Education)
Reading Disability
Reading (Elementary)
Reading (Primary)
Reading - Remedial Teaching
Reading - Study & Teaching

2. Items in this field are shelved under these CALL NUMBERS:

BF 456
.R2 - Psychology of Reading

LB 1049.95

LB 1050

LB 1050.5

LB 1525

LB 1573

LB 1576

LC 4028

LC 5225

Educational aspects: -

e.g. Reading (Adult Education)
Reading Disability
Reading - Remedial Teaching

RC 423
RJ 496
.A6

Medical aspects: -
viz. communicative disorders

Z 716.45 - Libraries and New Literates

3. REFERENCE BOOKS, such as dictionaries and encyclopedias, useful in this subject:

REF LB 1050.5 .C44 Chicorel, Marietta, ed.
Chicorel abstracts to reading
and learning disabilities.
Periodicals . New York,
Chicorel Library Publ. Corp.
Annual.

REF LB 1050.5 .C45 Chicorel, Marietta, ed. Chicorel
index to reading and learning
disabilities: an annotated guide:
books. New York, Chicorel
Library Publ. Corp. Annual.

4. As the collection builds, material such as clippings, pamphlets, reprints, etc. will be kept in the INFORMATION FILES.

Please ask for this at the Information Desk.

5. Some MAGAZINES and NEWSPAPERS:

Convergence	Journal of Reading
English Journal	Literacy
English Quarterly	Times Educational Supplement

6. These INDEXES will help you find magazine articles:

Canadian Education Index
Canadian Periodical Index
ERIC (Educational Resources
Information Centre) -
Resources in Education

Education Index
Library Literature
Readers' Guide to Periodical
Literature
Social Sciences Index

PLEASE NOTE:

- I) You can borrow our materials via your nearest Algonquin College Campus Resource Centre or Community Education office. These are listed in the telephone directory.
- II) Lorsque nous aurons acquis une quantité suffisante de matériaux de ressources de langue française, nous publierons un dépisteur. Entre-temps, le personnel du bureau des renseignements se fera un plaisir de vous servir et de vous aider dans la langue de votre choix.

When we have succeeded in our efforts to acquire sufficient French materials for the collection, a relevant pathfinder will be produced in French. In the meantime, Information Section staff can provide personal guidance in French to the use of our resources.

LIST IV

Books Available at the Ottawa Public Library

What follows is a bibliography selected from the children's section of the Ottawa Public Library. The subjects of these books may be of interest to adults and adolescents, beginning reading. They are arranged by subject and an indication of difficulty is given. (e.g. - level 1 = grade 1, minimal reading skills; level 3 = equivalent to grade 3, basic reading skills mastered.)

ART

The Art of Ancient Greece, Shirley Glubok.
(level 3) Well illustrated, large print, well spaced, informative.

Paul Klee, Ernest Raboff, 1968.
(level 3) Colour reproductions.

HOBBIES

Photography - Close-Up, D.J. Herda, 1977.
(levels 4, 5) Informative, clearly written.

Kites, Larry Kettelkamp, 1959.
(Levels 3,4) History, varieties, aerodynamics.

Making Things - A Handbook of Creative Discovery, Bk. 2,
(levels 4,5,6,) Ann Wiseman, 1975. Toys, weaving, macramé, well diagramed.

Bird Feeders and Shelters You Can Make, Ted S. Petit.
(level 4) Good diagrams, but woodworking experience would be useful.

Backyard Flowers, (Beginning knowledge Series).
(level 4) (same series as above, American birds.)

BIOGRAPHIES

Donny and Marie Osmond, Constance Van Brunt McMillan.
(levels 3,4) many photographs, similar to a movie magazine.

Modern Women Superstars, Bell Gutman.
(level 4) Short biographies of athletes.

The Mysterious Rays, Nancy Beglahn, 1977.
(level 4) Marie Curie.

Women at Their Work, Betty Lou English, 1977
(levels 3,4) Short photo biographies of women in different professions.

SPORTS

Basketball Players Do Amazing Things, Mell Cebulash, 1976
(level 3) Real pictures, large, heavy print.

Ken Dryden, Fred McFadden
(level 4) Real photographs but simplified information geared to a child.

Bobby Hull, Superstar, Scott Young.
(level 4) Informative.

Danger White Water, Otto Penzler, 1976.
(levels 3,4) Beautiful colour photos, mature, informative.

Skydiving, ed. by Dr. Howard Schroeder, 1978.
(level 3) Colour photos.

Hand Gliding, Dorothy Childers Schmitz, 1978

FICTION

Mad Scientists, Ian Thorne.
(levels 3,4) Illustrations from films such as Jekyll and Hyde.

Peanuts Treasury, Charles M. Schulz.
(all levels) Pages and pages of Peanuts cartoons.

Favorite Fairy Tales Told in Russia
" " " " " Norway
" " " " " Sweden
" " " " " France, Retold by Virginia Haviland.
(level 3) Short stories.

FICTION (cont.)

The Little Prince, Antoine de Saint-Exupéry.
(level 4 to adult)

The Great Balloon Race, Gommaan Timmermans.
(levels 3,4) Cartoon strip style.

The Deadly Diamonds, Laurence and Irene Swinburne, 1977
(level 4) Five short stories of diamonds and their curses.

SCIENCE

Energy - Its Past, Its Present and Its Future, Martin J. Gutnik.
(levels 4,5) Geared to children

The Earth Book, Gary Jennings.
(levels 5,6) Beautiful photos, mature subjects.

Think Metric, by Franklyn M. Branley.
(level 5) Informative.

Find the Constellations, A.A. Rey
(level 4)

Dreams, Larry Kettelkamp.
(levels 4,5) Dream research, large print.

The Calendar, Irving and Ruth Adlen.
(levels 4,5) "The Reason Why Books" series.

The Origins of Man, John Napien, 1968.
(level 5)

Surprising Facts - About Our World and Beyond,
Gardner Soule.
(levels 6,7)

TRAVEL

Around the World in Eighty Days, John Burningham, 1972
(levels 3,4) Many illustrations, few words, 2-3 lines
per page, mature content.

This is Edinburgh, Miroslav Sasek, 1961
(levels 2,3) Only 2 lines per page, many illustrations,
informative.

COOKING

Let's Bake Bread, Hannah Lyons Johnson.
(level 3) Well illustrated (geared for children),
step by step instructions, few words.

MECHANICAL SYSTEMS

Things Around the House, Herbert Zim
(levels 3,4) Explains electrical and plumbing systems
with diagrams. Also appliances, doorbells,
etc. Huge, well spaced writing with
clearly labelled diagrams.

Telephone Systems, Herbert Zim, James A. Skelly.
(levels 3,4)

Hoists, Cranes and Derricks, Herbert Zim, James
A. Skelly.
(levels 3,4)

Millions of Cars-From Drawing Board to Highway,
Hal Butler.
(levels 4,5) Real Photographs.

MacDonald First Library Series

The Story of Cars
Towns and Cities
Deserts
(level 2)

Starters,
(level 1) Geared to children, bright illustrations,
nicer than readers.

Compiled by Judith Bernstein 1979

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APPENDICES

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APPENDIX A

CORE SIGHT VOCABULARY BASIC FUNCTION WORDS

a	far	many	ten
about	first	me	than
all	five	Miss	thank-you
already	for	more	that
although	found	most	the
always	four	Mr.	their
an	from	Mrs.	them
an	full	Ms.	there
and		much	these
another	give	must	they
any	go	my	this
around	goes		those
as	going	never	three
at	good	next	through
away	got	no	to
		none	two
be	had	not	
because	has to	nothing	under
before	have	now	until
below	he		up
better	her	of	us
between	here	off	used to
both	him	on	
but	his	once	very
by	how	only	
		or	walk
call	I	other	want
can	if	our	was
come	in	out of	we
could	into	over	well
	is	own	went
did	it		were
do	its	play	what
does		please	when
done	just	put	where
down			whether
Dr.	knew	quite	which
	know		who
eight		read	whose
either	laugh	right	why
enough	like	round	will
ever	lot		with
every	look	said	would
		saw	
		say	yes
		seven	you
		she	your
		should	
		six	
		some	
		stop	

GENERAL

- Adults only
- Beware
- Beware of dog
- Caution
- Closed
- Combustible
- Contaminated
- Do not inhale fumes
- Do not touch
- Do not use near heat
- Do not use near open flame
- Dynamite
- Explosives
- Flammable
- Found
- Fragile
- Gasoline
- Gate
- Handle With Care
- Hands off
- Help
- High Voltage
- Inflammable
- Information
- Keep Away
- Keep Off (the grass)
- Lost
- Live Wires
- No diving
- No fires
- No fishing
- No hunting
- No spitting
- No Swimming
- No touching
- No Trespassing
- Open
- Out
- Out of Order
- Poison
- Poisonous
- Posted
- Private
- Private Property
- Safety First
- Shallow Water
- Shelter
- Thin ice
- This end up
- This side up
- Use in open air
- Violators will be prosecuted
- Wanted
- Warning
- Wet Paint
- Danger

TELEPHONE

- Directions
- Instructions
- Operator
- Dial
- Emergency
- Fire Department
- Area Code
- Police
- Ambulance
- Doctor
- Physician
- Directory Assistance
- Business Office
- Repair Service
- Telegrams
- Collect calls
- Direct Distance Dialing (DDD)
- Long distance
- Person to Person
- Station to Station
- Rate
- Toll Call
- Customer
- Credit Card
- Emergency
- Call Guide
- White pages
- Yellow Pages

Adapted with permission from Functional Reading, Vol. 2, 1975,
Pages A-23 and A-30. (see reference list no. 11)

DRIVING

- Advance Green
- All Cars (Trucks) Stop
- Ask Attendant for Key
- Bridge Out
- Bus Only
- Caution
- Construction Zone
- Crosswalk
- Curb
- Danger
- Dangerous Curb
- Dead End
- Deer (Cattle) Crossing
- Detour
- Dim Lights
- Do Not Block Walk (Driveway)
- Do Not Enter
- Drive Slow
- Emergency Vehicles Only
- End Construction
- Entrance
- Exit Only
- Falling Rocks
- Flooded
- Four Way Stop
- Garage
- Go Slow
- Highway
- Hospital Zone
- Inspection Station
- Junction
- Keep to the Left (Right)
- Left Lane on this Signal Only
- Left Turn Only
- Loading Zone
- Look
- Look Out for the Cars (Trucks)
- Listen
- Km/H, M.P.H.
- Mechanic on Duty
- Men Working
- Merge Left (Right)
- Merging Traffic
- Next
- No Heavy Trucks
- No Left Turn
- No Parking
- No Passing
- No Right Turn
- No Right Turn on Red Light
- No Smoking Area
- No Standing
- No Turns
- No Stopping
- No 'U' Turns
- Not a Through Street
- One Way - Do Not Enter
- One Way Street
- Pavement Ends
- Pedestrian Crossing
- Playground
- Proceed At Your Own Risk
- Private Road
- R.R.
- Railroad Crossing
- Rest Rooms
- Resume Speed
- Right Lane Must Turn Right
- Right Turn Only
- Road Closed
- Road Ends
- Rough Road
- School Zone
- Slide Area
- Slippery When Wet
- Slow Down
- Slower Traffic Keep Right
- Speed Checked by Radar
- Steep Grade
- Stop
- Stop Ahead
- Stop for Pedestrians
- Three Way Light
- Turn Off
- Traffic Circle
- Truck Route
- Unloading Zone
- Use Low Gear
- Washrooms
- Watch for Flagman
- Winding Road

Adapted with permission from Functional Reading, Vol. 2, 1975
page A-25. (see reference list no. 11)

BUILDING SIGNS

- | | |
|----------------------------|-------------------------|
| - Bus Station | - No Admittance |
| - Condemned | - No Cheques Cashed |
| - Dentist | - No Credit |
| - Do Not Crowd | - No Dogs Allowed |
| - Do Not Push | - No Loitering |
| - Do Not Shove | - No Minors |
| - Doctor | - No Pets |
| - Down | - No Smoking |
| - Elevator | - Nurse |
| - Escalator | - Office |
| - Emergency Exit | - Police (Station) |
| - Employees Only | - Post No Bills |
| - Entrance | - Post Office |
| - Exit | - Private |
| - Exit Only | - Push |
| - Fire Escape | - Pull |
| - Fire Extinguisher | - Smoking Prohibited |
| - Fire Hose | - Step Down (Up) |
| - First Aid | - Inside |
| - Gentlemen | - Outside |
| - In | - Terms Cash |
| - Information | - Up |
| - Keep Closed At All Times | - Use Other Door |
| - Keep Out | - Watch Your Step |
| - Ladies | - Ask Attendant for Key |
| - Men | - Danger |

FIRST AID

- | | |
|------------------------|--------------------------|
| - Ammonia | - Adhesive |
| - Wood Turpentine | - Bandage |
| - Kerosene | - Gauze |
| - Insecticide | - Dilute |
| - Rat Poison | - Tourniquet |
| - Lye | - Milk of Magnesia |
| - Drano | - Scissors |
| - Iodine | - Tweezers |
| - Mercurochrome | - Cotton |
| - Antiseptic | - Sterile |
| - Antidote | - Alcohol |
| - Caution | - Heating Pad |
| - Do Not Inhale Fumes | - Ice Bag |
| - First Aid | - Hot Water Bottle |
| - Nurse | - Solutions |
| - Combustible | - Sling |
| - Contaminated | - Physician |
| - Do Not Use Near Heat | - Hospital |
| - Doctor | - ~~Thermometer~~ |
| - Bandaid | - Aspirin |

Adapted with permission from Functional Reading, Vol. 2, 1975
Pages A-24 and A-29. (see reference list no. 11)

COOKING

- Instructions
- Directions
- Do Not Refreeze
- Recipe
- Formula
- Ingredients
- Mix
- Drain
- Juice
- Stir
- Squeeze
- Pour
- Pare
- Grease
- Sprinkle
- Sift
- Mold
- Oil
- Scald
- Heat
- Chicken
- Set
- Beat
- Fill
- Garnish
- Cake
- Congealed
- Serve
- Bake
- Melt
- Cook
- Foil
- Thaw
- Oven
- Broiler
- Spread
- Tablespoon (T)
- Teaspoon (tsp)
- Measuring Cup (C)
- Mixing Bowl
- Measuring Spoons
- Pot Holder
- Egg Beater
- Flour Sifter
- Waxed Paper
- Waffle Iron
- Casserole
- Electric Frypan
- Grate
- Fans (cake, tube, bundt, frying, muffin, baking, loaf)
- Low - Med. - High (Heat)
- Peel
- Broil
- Whip
- Fry
- Boil
- Speed (Mixer)
- Sauté
- Chop
- Measure
- Knife
- Freeze
- Degree
- Roll
- Sugar
- Flour
- Season
- Package
- Eggs
- Baking Powder
- Baking Soda
- Add
- Salt
- Pepper
- Flavoring
- Vanilla
- Milk
- Margarine
- Butter
- Shortening
- Mixture
- Dissolve
- Chill
- Empty
- Saucepan
- Contents
- Teakettle
- Altitude
- Thermometer
- Sauce
- Meringue
- Blend
- Blender
- Ounce (oz.)
- Pound (lb.)
- Kilogram (kg.)
- Millilitre (ml.)
- Litre (li.)
- Gram (gm.)
- Cool
- Wire Rack

Adapted with permission from Functional Reading, Vol. 2, 1975
page A-31. (see reference list no. 11)

BASIC UTILITY AND HOUSEHOLD APPLIANCES

- Instructions
- Directions
- Attachments
- Patented
- Manual control
- Automatic control
- Turn
- Selector
- Dial
- Timer (Set)
- Knobs
- High - Low - Normal
- Wash
- Spin
- Rinse
- Soak
- Hot
- Warm
- Permanent Press
- Light
- Press Button
- Lint Screen
- Close Door
- Remove
- Caution
- Spray
- Switch
- Plug
- Cord
- Fuses
- Circuit Breakers
- Automatic
- Motor
- Normal Load
- Small Load
- Temperature
- Defrost
- Frost Free
- Quick Chill
- Meat Keeper
- Sani-temp
- Vegetable drawer
- Crisper
- Surface
- Oven
- Left Front (Rear)
- Right Front (Rear)
- Low - Medium - Full
- Timed
- Delicate
- Thermostat
- Locked
- Water Level
- Higher
- Immerse
- Heating Element
- Vent
- Duct
- Filter
- Fabrics
- Warranty
- Guarantee
- Appliance
- Buzzer
- Refill
- Avoid
- Lever
- Higher Setting
- Outlet
- Dust Bag
- Empty
- Disconnect
- Socket
- Position
- Racks
- Illustrations
- Cycle
- Manufacturer
- Product
- Furnace
- Fuel Oil
- Mover
- Gasoline
- Blade
- Bracket
- Sani-cycle
- Rinse - Hold
- Light Soil
- Heavy Soil
- Light Load
- Heavy Load
- Dry
- Fluff

Adapted with permission from Functional Reading, Vol. 2, 1975
page A-32. (see reference list no.11)

APPENDIX B

COMMON READING DIFFICULTIES

APPENDIX B

SOME COMMON READING DIFFICULTIES AND SUITABLE METHODS OF TREATMENT

Symptoms	Useful methods of treatment
Mispronunciation. Confusion of somewhat similar consonants or vowels.	Speech training. Riddles, rhymes. Lists of similar words presented (a) orally, (b) visually - e.g. 'odd man out'. Practice in recognizing letters heard and seen. Training in analysis of words.
Reversals.	Colour clues to identify beginning of word. Write words starting close to margin at left of page. Emphasis on direction of reading exercises involving tracing, finger pointing while vocalizing, underlining while reading. Aperture card - hole to reveal only part of a word at a time, follow-up with total form of word exposed. Introduce cursive writing.
Repetitions.	Training in methods of attacking new words. Encouragement of calmness and slower rate. Reading aloud with other pupils.
Substitutions of guessed words	Word games in which phonic analysis is emphasized. Use of easier material. Enlargement of vocabulary.
Additions or omissions of words.	Emphasis on meaning. Flash cards with incomplete sentences and complete ones for comparison. Reading in concert with teachers.

Omission of lines.	The use of wide line spacing. Underlining while reading. Reduction of anxiety and strain.
Frequent pauses and hesitations.	Enlargement of vocabulary. Practice with flash cards showing unfamiliar words. Use of easier material.
Jerky reading - word by word	Reduce emphasis on words. Training with flash cards showing phrases or sentences to which responses are to be made to indicate understanding of meaning.
Lack of intelligent interpretation.	Use of easier material. Emphasis on meaning. Provision of a motive for reading. Practice with sentences or flash cards.
Excessive vocalization.	Increased training in a silent reading. Discouragement of lip movement. Practice with flash cards to enlarge vocabulary and to develop correct eye movements.
Difficulty in recall.	Practice in summarizing. Use of easier materials.
Inability to read quickly.	Practice in skimming to locate a word or a phrase in a paragraph or sentence on a page (a) orally (b) in writing.
Difficulty in noting details in a description.	Use of completion exercises. Underlining of correct answers. Construction of questions on given paragraphs. Extensions of spoken vocabulary to secure greater familiarity with words. Use of easier material.

Thamesdown & North-East Wilts
Adult Literacy Service
Britain

APPENDIX C

EXTERNAL LITERACY AND RELATED AREA CONTACT ASSOCIATIONS

APPENDIX C

EXTERNAL LITERACY AND RELATED AREA CONTACTS:

OTTAWA

Canada Employment Centre

300 Laurier Ave.,
Tel: 235-1851

Catholic Family Services

200 Isabella St., 4th fl.,
Tel: 233-8478

Community Info. Centre

377 Rideau St.,
Tel: 238-2101

Dept. of Culture & Recreat.

English Second Language
Tel: 566-3725

Employment Serv. Prog.

44 Eccles St.,
Tel: 238-3340

Le Coin du travailleur

528 St. Patrick St.,
Tel: 238-2062

Probation and Aftercare Service

900 Lady Ellen Pl.,
Tel: 722-3495

Social Planning Council

Ottawa - Carleton
85 Plymouth St.
Tel: 236-3658

Canada Employment Centre

25 McArthur Rd., 5th fl.,
Tel: 993-9810

Central Volunteer Bureau

85 Plymouth St.,
Tel: 236-3658

Council on Aging

85 Plymouth St.,
Tel: 236-3658

Detention Centre

2244 Innes Rd.,
Tel: 824-6080

Inter-Pares

International Devel. Serv.
205 Pretoria Ave.
Tel: 563-4801

Ottawa Public Library

120 Metcalfe St.,
Tel: 236-0301

Probation & Parole Mins. Correctional Serv.

251 Bank St., Suite 200
Tel: 237-2034

Social Service Dept.

389 Somerset St.,
Tel: 563-2951

CANADA

Canadian Literacy
Newsletter

(Can. Movement for Liter.)
29 Calder Cres.,
Regina, Saskatchewan

College of New Caledonia

3330 22nd Ave.,
Prince George, B.C.
V2N 1P8

The Develop. Educ. Cent.

121 Avenue Road
Toronto, Ontario
Tel: (416) 964-6560

Eastern Canada NALA Assoc.

2769 Ralph Devlin Dr.,
Halifax, N.S.
B3L 3T2

Frontier College

31 Jackes Ave.,
Toronto, Ont. M4T 1E2
Tel: (416) 923-3591

Greater Moncton Liter. Council

60 Edgett Street,
Moncton, New Brunswick
Tel: (506) 854-7947

Learning Centre

732 Charlotte St.
Fredericton, N.B.
Tel: (506) 454-6681

Missiwaska Soc. Plan. Council

P.O. Box 355,
Arnprior, Ontario
Tel: (613) 623-7086

Movement for Canadian
Literacy

P.O. Box 533, Station P
Toronto, Ont. M5S 2T1

Newcomer News - Serv. Branch

5th Fl. 77 Bloor sr.w.
Toronto, Ontario
Tel: (416) 965-1192

St. John Literacy Council

110 Charlotte St., 2nd fl.
Provincial Building,
St. John, N.B.
Tel: (506) 658-2536

St. Christopher House

P.O. Box 433, Station E
Toronto, Ont., M6H 4E3
Tel: (416) 533-1258

St. Lawrence College

Portsmouth Avenue.
Kingston, Ont.
K7L 5A6
Tel: (613) 544-8950

S E B A M

(Service d'éducation de base
des adultes de Montréal)
2217 Papineau Street,
Montréal, Québec
Tel: (514) 525-3065

Volunteer Reading Aide (Laubach)

243 Catherine Street,
Pembroke, Ontario
Tel: (613) 732-8211

U.S.A.

L.V.A.

Literacy Volunteers
of America
3001 James St.
Syracuse, N.Y.
13206, U.S.A.

N A L A

(National Affiliation for
Literacy Advance)
1320 Jamesville Avenue,
Syracuse, N.Y.
13210, U.S.A.

A P P E N D I X I

SAMPLE SELF - EVALUATION QUESTIONNAIRES
FOR THE LITERACY VOLUNTEER

SOME QUESTIONS TO ASK YOURSELF BEFORE
YOU START TEACHING OTHERS

1. Do I really want to teach?
2. Am I motivated to learn (if not how can I motivate anyone else?)
3. Is my life interesting or boring? (If my life is dull, boring, monotonous - how can I inspire anyone?)
4. Do I like (love) to read? (If not how can I inspire that desire in my students?)
5. Do I like (love) to write or is it a chore?
6. When did I last write a poem, a verse, a letter?
7. When did I last get intellectually excited by a book?
8. What are my attitudes towards reading and writing?
9. Do I really believe that everyone has a right to read and can read or do I think it's a mysterious difficult process only to be taught by the "experts".
10. Do I respect my pupils for what and who they are, not what and who I expect them to be?
11. Am I honest about myself and my own strengths and weaknesses? Can I share this openly with my students?
12. Can I teach? Can I learn? Can I change?

COMMENTS TO MYSELF ON THE ABOVE QUESTIONS:

From: Learning and Teaching with Common Sense by Dr.
Marsha Forest.

SELF-EVALUATION QUESTIONNAIRE I

Please spend some time reading this questionnaire and then note down your responses. What you choose to share, if anything, during the discussion period is entirely up to you.

A

1. Have you ever helped anyone learn anything?
2. Do you think you are patient person?
3. Have you ever failed at anything you wanted to succeed in?
4. How do you recognize frustration in someone?
5. What do you enjoy about learning?
6. When did you last learn something new?
7. Do you really think that everyone has a right to read and can read or do you think it is a mysterious, difficult process only to be taught by the 'experts'?
8. Do you find it easy to be honest about yourself and your own strengths and weaknesses? Could you share this with your students?
9. What do you think is your greatest strengths?
10. Do you enjoy reading and writing?

SENTENCE COMPLETION PROJECT

B

Please read these sentence fragments and complete as fully as you wish. Again, feel free to keep your responses private.

1. My greatest assests relating to others are -----
2. To be a literacy volunteer I need most to learn -----

People, Words and Change Conference

Introductory Questionnaire for new volunteers.

What do we read and write? How? Why?

We are going to ask you, in this two part questionnaire, to look in depth at what the good reader and writer does in everyday adult life. We are going to ask you to think about your own recent reading and writing and to make some notes.

This questionnaire remains YOUR PRIVATE PROPERTY.

Read Part I through first and then jot down your responses. Take Part II home with you to mull over. Try and fill it out by the end of Saturday. Both parts are aimed at sensitizing you to your own patterns and to the methods you use to deal with the complexity of reading and writing.

PART I

Question 1: What specific reading tasks have you had to undertake in the last few days?

SITUATION

READING

WRITING

At Work

Travelling

SITUATION

READING

WRITING

Shopping

Newspapers, magazines,
books

Recreation, hobbies

At home

Postal, financial
forms

Other areas important to you

Thamesdown & North-East Wilts
Adult Literacy Service
Britain

People, Words and Change Conference

Introductory Questionnaire for new volunteers: Part II

Question 1: Please record which of the following situations you have met in the course of the reading and writing tasks you have chosen to examine in Part 1.

- a) Have you found any words you could not pronounce? What were they? What did you do?
- b) Have you found words whose meanings were unfamiliar to you? Were they new words, or familiar words used in a new way? What were they? What did you do?
- c) Have you found sentences of such length and complexity that you had to re-read them to get the meaning, or passages where you had to 'read between the lines' to infer what the author was trying to say not too explicitly?
- d) Have you met passages where you felt you were in disagreement with the author's point of view?
- e) Have you met passages that involved you emotionally, humour, sadness, etc.?
- f) Have you met texts in connection with some job you needed to do? Have they always been adequate in terms of instruction? What have you done if this has not been the case?
- g) Have you used texts where you needed to skip large chunks of material in order to find the piece of information you needed? How did you decide when to start reading in depth again?
- h) Finding texts is a problem: eg. getting hold of a claim form or finding a suitable car manual. Have you had trouble finding a text you needed? What steps did you take?
- i) Have you had problems with "the small print". In what situation? What did you do about it?

- j) Have you, to your knowledge, made spelling mistakes?
How did you realize this? What did you do about it?
- k) Have you had to make any preliminary drafts of written material before writing or typing a fair copy? In what situation and why?
- l) Have you had to write using highly formal "officialese"? What difficulty did this present?
- m) Have you had difficulty finding the required information before you undertook any writing, eg. filling in a tax form, writing a report. What did you do about it?
- n) Are there any writing activities you put off as long as possible? Can you analyse the reason for this?

Normally, teaching reading and writing to adults concentrates on areas suggested in Question a, b, and j. How do you think you came to be able to understand all the other kinds of skills we have highlighted?

Question 2. a) What do you need to be sure of the meanings or pronunciation of these words?

bank	branch	drill	head
post	sign	spell	tank
abuse	bow	close	conduct
read	record	wind	object

- b) Imagine speaking each of these words in isolation. How many meanings can you think of? What changes the meaning?

fire go John no out

- c) Repeat b. but this time see how many meanings you can get from each of these sentences.

They are eating apples.

The radio works

M.P.s are revolting.

Thamesdown & North-East Wilts
Adult Literacy Service
Britain

Self-Evaluation Questionnaire

The relationship between volunteer and learner.

Please spend some time reading this questionnaire and then note down your responses. What you choose to share, if anything, during the discussion period is entirely up to you.

1. What do you expect to be doing as a tutor?

2. What do you expect from the learner?

3. What do you expect to have achieved after a few months?

4. Why do you think adults remain illiterate?

5. What limitations would you place on the way you function as a volunteer?

6. What is your worst fear about the literacy tutoring situation?

7. What will give you the greatest pleasure in the literacy tutoring situation?

8. What would you feel if your student told you you were not helping him/her?

9. Why do you want to be a literacy tutor?

10. How do individuals learn best, in your view?

11. What in your past/present experience can help you relate to a person who cannot read or write?

ACKNOWLEDGEMENTS

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